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 <u>http://www.emsc.nysed.gov/osa/</u> 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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Global History and Geography

January 23, 2007

Part I

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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

Cut Here

Cut Here

- 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. Dicusses 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. Dicusses 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, organigations 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 yews in Europe in the 1930s and 1940s was a terrible volation 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 Wermar 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 forrendous. Many innocent Jews were thrown into gas chambers where the nazis watched them choke to death If anyone tried to escape the camp, he/ske was punished by being hanged in front of his her family and fellow citizens. The total number of deaths one of

European Jews was 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 Kinder movement 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 warstander. After the war the Allies held the nuremberg Frials 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' successful voyages for Spain, the Apanish monarches saw the wealth that exploration brought them. Thus, such figures as Ferdinand and Sabella funded more voyages to the Americas. One such voyage was that of the Spaniard Hernan Cartes. Cortos and his crew sailed to present-day merico where they encountered the people of the aztec tribe. The aztecs believing that Cortes was a god, welcomed him into their city of Ienochtitlen. Cortes was amaged at seeing so many gold riches, and immediately he pursued this gold. The conquistadors hurt the lytec king in order to receive gold. Deceiving him and locking him up, they demanded gold and then

Colonized the land as New Spain. Many agters 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 Spanierds' treatment of the arteces was extremely harsh and some efforts by priests were made to prevent the continued freatment, Catholic priests, such as Bartholomen 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 plave trade, The Holocaust in Europe and the Spanish conquest of the agtec 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. navis went on trial after World War II for crimes against humanity. Joday, the Holocaust is remembered with a memorial day in hopes of protecting the future from the evils of the past.

Anchor Level 5-A

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 guing other people the right to control them. Sometimes these rulers are elected - but sometimes they come to power without the concent of the majority. These feaders often find themselves resorting to human rights violations in order to maintain power over the people they rule. Gol Fat and the Khmer Rouge in Combodie justified genocide by Saying that Cambodia would be free of western influence. The africaness used apartheid to france minority white rule over the majority. Isl Pat some to pawer when the you not government was destabilized and he seized power. During Gol Out's last years as a tranger he went to France to study. while there he fearned about formunism and instantaneously begon platting how to "save" his native country Cambodia, after Oal Out returned to Combodia, he became the feader of the formmunist party (a. k. a. the Khmer Rauge). He later took over the government, wanting to take everything back to "year zero" (the time in Combodia before any western influences had affected the way of fife). He took all_ the people in Cambodia and kicked there out of the cities and back into the countrypide. Then he had his thmer konge murder anyone with tree to the west. Januyers, doctors, innocent children - Combodia's best and brightest were massacred and thrown into mess graves all for the "gain "of one man's mision - Gal Pat. The rest of the morted & began to catch on to Pal Pat, realizing the was not in the best interest of Cambodia ~ or anyone. Eventually Vietnam invaded Cambodia, to end - border attacked on Vietnam from Cambodia and Gol Got was removed from power. Gol Gat was forced into exile and died as te was going to be tried for his atrocities. Mellions of dollars were put into a united hations

project to carry out democratic elections but Combodia still to 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 (africaners) however, maintained control of the government and they economy. The nature africans in South africa were heavily discriminated against and exploited as cherplation. They had to carry pass pards for identification with them at all times. They were deried housing and forced to live in clums in the cities or in Komelands" which were regregated by tribal groups in the sountryside. The policy of aparthaid made it a faw that they separated from the whites all the time. Obviously there was some (sisistence) to this. The African National Congress began to nonviolently resist apartheid. This changed at the Sharpeville Massacre during the 1960's when 69 peaceful demonstrators were gunned down by the whites. The anc turned violent tactice. Others remained (=) non-violent like Bishop Desmond Tutic who was able to convince countries such as the United States and Canada to place economic panctions on South africa until sportheid and the suppressive 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 relson mandella become the first black South grican President in 1994. South africa began the difficult road to recovery after years of being victims of human injustice. Mandella's presidency did not accomplish the economic gains many had hoped for but did much to establish his sesion of a society committed to justice for all. In conclusion some feaders can do marvelous things for countries they govern.

Unfortunately they also have the power to violate the basic human rights their people. Sal Bat in Combodia and the africaneas in wamples of people who did terrible things to those

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 yours and more. It peens 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 flights 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 - World War I. Even before the Middle ages, anti-semitism, the hatred of the you had been believed by many people. Hitler fought in Orred War I to represent his adopted country, Germany. Over theyears following the first World War, Hitler began to spread beliefs about Jews and reinforced the belief of anti-semition through propaganda. Sermany's scorony had become really poor after World War I, especially because of the Predty of Versailles and policies attached to it. Hitler wanted to blame Germanije poor political and economic history on pomeone and he used the fewe as his scapegoats. as time progressed, Hitler made the policy of Jews wearing the star of bavid on the arm of the clothing everywhere they went. Eventually the human rights violations that were dine to the fews included living in spittor, a small closed area where only yews lived. In the ghettor, people died, they starved, there was poor panitation and poor living conditarias. Before the war started, Jews experienced the "Thight of Broken

Blass," Kristellnacht. It was a night where the Nazis and the Gestapps burned down Jewish businesses and hauses . In 19.39, was in Europe stasted. Hitler's henchmen collaborated with Hitler to create "the final solution," which was the upening genocide of the yews. Every day in all the ghetters across Mari- occupied Europe, Jews would be deported and would travel on cattle trains to concentration camps. Depending on their phills, their philos, their philos, and weaknesses, they would be sent to a certain camp. Most of the time, they were death samps where all the yewe and other victorias would be killed, sent into a phoroer where Lyplon B, a gas, would kill them. From there, they would be sent to a crematory and their dead bodies would be burked. Unfortunately, many nations such as the United States first ignored the information given to Russevelt about the Holocaust, but by 1945, the Russian troops liberated the first precentration camps. By that time, Hitler had committed suicide. All the Mazi leaders put on trial for crimes against humanity tried to claim they had to follow Hitler's orders, but the judges at Turemberg rejected this. In 1948, the Matinalist Party of South africa made their sportheid policy the law. This was a policy of "separate" development, including whites, Asians, coloreds and Blacks. apartheid was designed to peep whites in control of the government and sconony.

During the 1950's and 1960's, spartheid grew in South Africa. Blacks could not go to perhool with whites and the blacks could not be in a public place with whiter. Keople who protested because of the discrimination and pacific problems were arrested and many were pilled Melson Mandela, a block south african and the african Matical Congress tried to end Apartheid and promote togetherness. between blacks and whites. For that, Mandela was thrown in prison and the and was banned. Sespite these efforts, eventually, the policy of aparthuid collapsed due to pressure from inside and outside the country-les bout africa's first black president, Mandela supresented an end to apartheid. His leadership was very important in holding the jountry together while discantling the legal system of apartheid. Wherever you go, civil pights violations will occur, and Ropefully, there will be someone or something, that will put an end to these violations such as Telson Mandela and the Juremberg 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," Kristellnacht; 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 20thcentury 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 asgued that all humans are guaranteed certain basic, natural sights. Unfortunately, however, not all governments feel the moral responsibility to protect human rights. Many times, governments and rulers descriminate againet. certain ettinic, religious or racial groups but choose to provide a high quality of life for other groups. Cramples of human rights violations against particular groups include the Jews in Europe during the 19400 and the Muslims in Jugoslavia during the late 1900s. The Holacoust during WWII is arguably the most inhumane examples of genocides in history. Following the Herman defeat in WWI, Germany was forced to pay fullions of dollars in reparations, surrender its territories and deconstruct its military. Usa result, the power and wealth of Hermony greatly deteriorated. after wwI, a new socialist government was established in Germany, however this government proved to be ineffective in improving Lermany's current conomic state. Many Dermans last faith in this government and instead turned to a new political party - the Mazi Party. Mazi leaders, such as adolf Hitler brainwashed the German people to believe that the fewish people were

the reason for Germany's lasses. Nazis claimed that Jews controlled banks and didn't care about the rest of Germany. The German people believed such nazi propaganda and when Atles became Lerman Chancellor, the Elermans allowed Hitler to instigate a campaign to eradicate the fework race, Hitler believed the aryan race to be superior to all other races. Initially, Hitler authored 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 curpen. Wither then moved to forcing all fews into death camps where they were forced to rendertake strenuous labor tasks, minimal food rations and the gear of being killed. aleak prisoners in these camps were sent to gas chambers where they were poisoned by toxic gases. Millions of other? Jews died as a result of stariation or disease, By the end of the Holocaust, as this period has been named any over (e million feux and another) 5 million non-aryans were killed. Russia, the 715 and Great Britain were among the countries who went to war against Nitles and his alles in the 19405. The international community was aware at the infumane

treatment of the few but devoted their efforts to depeating Hitler. after years of fighting Hermany finally surrendered to the allied forces. The allies liberated the death camps, marking the end of the Holo caust and WWII, after the war was over, high ranking Nozi leaders were tried at nuremberg for war crimes, Like the Holocaust, the ethnic cleansing conflict in the farmer Yugoslavia was a result of tension towards certain ettenic or religious groups. The former Jugoslavia was encompassed of six major ethnic groups including the muslims & Serbs, By the 1990s, the country of Jugoslama was breaking up into several countries. One ethnic group, the server Sought to eradicate the Muslims in Bosnia through a process of ethnic cleansing so as to have complete control over the Basnia region as a result, hundreds of thousands of muslims in the region of Bosnia were murdered. The Serbian President at the time, Slobodn Melovevic, condance this genacide, 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

his trial ended. man rights 2 alatian are urard nont ations IN

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 line, Ethnic and racial differences have contributed greatly and foreign intervention has been looked upon with mixed feelings, South Africa experianced severe human rights Violations under the policy of Apartheid. Rwanda also experianced violations based on ethnic differences. Human rights Violations have taken place all ground the world against racial and ethnic groups. South Africa implimented the policy of Apartheid in the mid 1900s Racial segrigation 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 bantustands or "home lands. Others created curfues, the need for pass books, and segrigation of the black peoples. Eventually, the nations of the world reacted to apar theid and boy cotted trade with South Africa. Human rights leaders Nelson Mandela, Stephan BBeka, 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 violantions implimented by the government in the policy of Apartheid although Desmond Tuty's reconcileration commission helped address

Anchor Paper – Thematic Essay – Level 4 – C

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 asasination of the Hutu president in 1994, mass genocide was comitted. 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 barganed 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 know 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, Hatuard 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 and deaths happened. South Africa ever the reasons, atrocities were comitted and deaths happened. South Africa and Rwanda experienced human rights violations based on discrimination.

Anchor	Paper –	Thematic	Essay-	Level 4	– C
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The world reacted to these situations very differently, causing
contriversy. Human rights violations were comitted 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 nights violations is the jews. The lewish people have been the work's scapegoat. Whether in Russia, pain, or Germany, people have law the blame for their country's problems on the followers of one religion. The

The most aestructive and infamous violation in fewish history is that 04 the Holocalust. Nazi Germany took the lives of comillion because they felt jewis were their nation's biggest "problem." This all started post world war I, when Germany was severely indebt with a disastrows economy. Blaming a group of people for their problems seemed like the easiest, if not best, solution. Throughout the Holocalust, in countries of the world turned a blind cye and did not try to put a stop to Hitler's machines, only trying to prevent his talke of another country. Il some jews, however, all organize uprisings, like in the warsaw Gherro. Another example of humain rights violations is in the country of south Adrica.

Anchor Paper – Thematic Essay – Level 3 – A

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 Aquillaners, or whites, in housing developments
known as bantustans. They had no say in pulitical
appairs and could not vote, regardless of the
Aact that they were the majority of the
population in South Agrica.
Apartheid was established in 1948, as a way
to an insure that the white citizens still
controlled South Africa, even though it was
on independent nation. Black citizens did not take
this QUILITY. They organized boycotte.
joining together under NA the Kadevship of
Nelson Manclela, in a "fight for their rights."
Around the world, countries, the the United States,
established trading blocks (economic lanctions) with
south Africa, until apartheid was etablishe abolished.
With Around 1994, south Aprica was held their
first fully public election, and Nelson Mandelq was elected
president. Echomic scinctions were removed with
the end of cipartheid, as promised. South Africa,
toclay, has continued that ing transitioning from
ways of apartneid to democracy.

Anchor Paper – Thematic Essay – Level 3 – A

tuman vights violations should not be
torken rightly because every person, regardless
of race or religion, should be treated equally
when garrinments and indivictuals act out against
These actions, their efforts, no matter now
Small Tittle They are a way from preventing
things like this from happening again, and
That should be the goal of everyone -
to make sure the right of humans
are not the violated.

Anchor Level 3-A

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.

Anchor Paper – Thematic Essay – Level 3 – B

Human rights is an issue that involves conflict between different groups of people human rights load to examples of discrimin segregation and even genocide. These violations caused many countries and nations to Try to They want resolve these conflicts, but and up having mixed results One example of a group of people that had their rights violated were the early Christian the Koman empire. After Jesus's death religion spread to many people in Rome. hristianity and to the emperor. became a thread wasa tA him . because Christianti, was a monotheistic B religion and the which is a totally different from t Roman religion, which is polytheater. Besides opposing ideology, the Christian refused to pay respect the to emporor since they don't see the Koman emperor as These resulted in the persecution Ð he emperor ordered many arrests they did too and many were led. they were thrown in Aladu and use ms by having lions man their body b Certainment Ab wasn't until the next emperer that who converted Christianty and stopped the persecutions, hunself to

Christianty then became the main religion of Rome for many the other Europeans in the future UNTE som era. The Jewish people did not live inca togetter in one nation and were spread out different parts of Europe. Germany had a large population of Jews. During WWIE, the Marine NAZIS led 2 by Kitler, held a genocide against the Jews. The reason was nationalism and Hitler wanted a pure "aryan race Dermany and in the world. Besides the racism, the the NAZIS's used the Jews as "respegged for Germany's economic traibles and commend comminced 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 WWI 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 but more were created. and The Palestinians want conflicto their land back from them and to this day things are still not resolved.

Anchor Paper – Thematic Essay – Level 3 – B

and persecution Truss onr

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.

Anchor Paper – Thematic Essay – Level 3 – C

Throughout history. It is nevitable and unde that certain ethnic groups' human have been violated Hhas occurred m various areas and isn't limited to any time period type of society. Atterripts to stop the violations anywhere from overwhelmingly successful to absolutely porritless. South Africa, these mjustices built up and were forced upon blacks by rich, white & had ~ coloriszed As the Europeans <u>Settled</u> there. taker, advantage of found the what Africa had they felt the native black people Ining m Superior to They thosted 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 them on the street, it got to the point where the abuse was no longer plaustighty ignorable and one strong man, Nelson Mandela, stood up for his He worked hard to end the violations, people. come to be known as Aparthard, In South Africa Mandela talked with powerful figures and led protests to charge laws and the Europeans' ways. South Africaris followed his righteous lead and now

Anchor Paper – Thematic Essay – Level 3 – C

have what they deserve: human rights. They hold Mandela in high regard and constantly acknowledge the fight he faight.

A harsher, more vile and mfarmous 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 Noze party's unending hate. Hitter, infurrated by the end of World War I and led mito believing Aryan Superiority, persuaded and threatened others to treat jews like he thought they should be. They, like social autcasts, were denied jobs, put out of business and forced to wear identification, as if being a few was erribarrassing. The Nazi party soon moved them anto concentration camps. where they were starving in inhumane conditions and being routinely beat and systematically murdered. Although some germans or did there part In sneaking Jews out of Hither's wrath, the end of the Holocoust was when Allied troops ended WWII in 1945. Nazis were forced to be tried for war crimes m Nuterriburg and Hitter was believed to have killed homself soon before the end of the war. Hittler's reign was completely destructive for Jews and

the end of the war was a savror, to the humanity taken away from them.

Anchor Level 3-C

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.

Anchor Paper – Thematic Essay – Level 2 – A

People Throughout history many mattions have experienced a violation of human nights offorts by gownments, groups, and individuals to resolve these violations have motivith mixed results. Two groups of people are the Jours in Europe, and the blacts under the apartheid in South Africa. During the 1940's the Jews reproseduted by the Nazis because of their beliefs. The About Six million Jews were killed, Millions more were kept in concentration lamps The Jews didn't have the resources on the men to fight back Ket other neutions come to their sid. The Allies that were fighting ugginst the Nazis prove them back and help free the lews. The Unixed Nations finally gave the Jews a homeland. For the first time in history they ender up with a place of their own The Jews were Killed tortured, and taken to (oncentration camps.) During the toget During the bate 1900's there was a policy of aparthe, 'I in South Africa. Aparthe.'d was a policy that made the minority whites more pomental then the majority blacks. The African Alablant Long 7000 African National Congress lend by Nelson mandela opposed the power of the whites. The whites saw his power growing and locked Kingnal a lotof the other leaders of theANC. Though he Was in prison his power seemed to grow even more. Even though the blacks used nostly praceful protest the

Anchor Paper – Thematic Essay – Level 2 – A

whites were scared. The whites couldn't hold poner the Llackstor long. This led to President De Klank's Pullhe Mandela free. When he was free there to Mandela being the first president of hich plection lpd of south Offica the Republic in Europe and the Blacks groups that have arbot been prio The government and other pations came to and the voice of one mun letto in South Atr. Ca an c pre oday that gup \$rom , ving these violations have been e50 1 groups and in bividrals, but they have all work

Anchor Level 2-A

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.

Anchor Paper – Thematic Essay – Level 2 – B

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 vidated are The Cambalians under the Rule of Pol Pot, and anti-semitism in Europe. Pol Pot was the Leader of Canbodia and a Ruthless dictator. To keep away his competition, Mr. Pot Killed off many of the cantings brightest intelectuals, Philosophers, and any others who he thought may pose a threat to his position of power. Eventually Pol Pot was remarch from power and the killings ceaced. Unfosturately, the canty was left without almost all of it's intellectuals and struggled to keep up with the rest of the north by themselves, Antis semitism is the discrimination of hatred of Jews, those of the Jewish Faith. For a long time Jens were treated unfairly and held very low Social status in Most of Europe. One incident that was very Crime Ful to the Jews was the Holocaust. The holocaust was when Adolf Hitler, the dictitorial ruler of Germany, began killing off all of the Jews in his cantry. At First they were Forced to wear budges, a star of Davit, & everyone could Indoubtedly fail that they were Jewish. Behind The Reves, on known to the rest of the world during

Anchor Paper – Thematic Essay – Level 2 – B

+l:+lec gather ing the also nas and Prison Camps Here to almost Starved $+_{o}$ 12 : lled deg th 995 or Do 120 Mars the erg and Allies restored. 140 D.d. 1051 uas agai peace and Sarea Calc iens œ NAS The topals found Nurremain may. Revished g U The 675 Jens GUNOPE and Po of Pot Human nder mere victime Both horrible illeggi vere and Both dix x tor cuil Car sed 90 never make up will for all ives lost.

Anchor Level 2-B

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 it it was something they needed, something they deserve, something that comes with being a human being and that is your human right. Now what it that was taken from you? What would you do? How would you respond? That's what happened to the Seus in Europe. It was during wwitt, whan adoff Hitler had control of the political power and was fulled by a rascust passion for Sens. So he decided that when he captured a city, he would round up all the scus and kill them, first by shooting, but found an easin way through porsonyus. He even had an organization of SS soldiers to go in and eliminate them well the tides turned on Hitlers plitypring and allied forces started gaining back territory and depeated the German, halting the massive killing spree. The sensure Amally free Unother example is a Kuisia during the Ukrainian benoeide. The Russian government needed economic support and food for it's 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

Anchor Paper – Thematic Essay – Level 2 – C

nothing was done about This ? Ruin is red mmed a Sha W

Anchor Level 2-C

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.

Anchor Paper – Thematic Essay – Level 1 – A

The human right Many bag instated Sit eret *`:*∩ (Cars, torts QUY CIN M nabars and 1hč to resolve 101 and adh c Man have met with 175 m, resu Champles wald Se the saws in the Europe an. blacks under apartheig in South Atrica

What to the Beus was et ber Mango Sa economy after World war The people u A || for someone to blame then Hit 100km 10 the 200 intes Wamped 1+ Seens cn h,zh 600,000 Jeus OUC in lonce Camps. their rights because of Stamonds. The British come in and took the blacks.

United I AMARIZA wede 5 Germany we get de Na (Sinning and killer, Nelson Mana Sents were Mare helpelitree the black. 6ho Ж 1al divid 10 ter 26 Sent pr:300 icst helves him at : + ma him mar N ageler.

Anchor Paper – Thematic Essay – Level 1 – A

ar e 6 75 Non

Anchor Level 1-A

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 arout the world have had human rishts violation. The human rights of many groups have been violated at different times in various nutions and regions. Efforts by governments. groups, and individuals to resolve these hyman rights violations have met with mixed results. An example of human rights violations are the Jews in Europe. A historical cor circumstance that led to this human right violation were the Palestinions 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 seperate Palestine into a Jewish constry. Another example of human rishts 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 nus the legal discrimination of blacks was sent to 20% of the land to live on. Many years have past since the restriction OF hyman rights. There were several countries around the

Anchor Paper – Thematic Essay – Level 1 – B

world that has suffered from human Fights violation. Today there are still governments and even individuals who trying to solve these conflicts.

Anchor Level 1-B

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 pesolve tese issues have met with mixed
results. One example of a group whols rights have been violated
were the Jaws in Europe Minner Minner Mit 198953. Therefore the Jaws in Europe Minner Mitter Mit 198953. Therefore the second se
The group that helped the Jews was the country of Denmark. The
jess rights of the jews were violated and in the 1900's.
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 present 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 outter a certain time. They were also forced to
wear a yellow stor on their dothing. After a while, the Nazis
started rounding up the Jews and Horacions forced them to
leave their homes and possesions 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 allo It was very degrading

No European water cane toward and outright helped the Tews, because thitles had taken aver mest of Europe. One country, however, helped the Jews. Denmarke was very good towards the Jews living there. When the Jews were forced to wear the Vellous stars, the king of Denmarke ware cone too. The major esconditions occomplement of Denmarke is that they managed to save most of their Jews. A was: official let it leak that the Jews were to be rounded up and taken every. The people of Denmark opened their homes and nisked their lives by hiding their Jewish fliends and neighbors. Microsoft into Swedon. Tews were hidden in homes, churches, and the hospitals into Swedon in homes, churches, and the hospitals into Swedon. The people in Demarke did a huge thing, in protecting the Tews (ights.

In many nations and places, the ment & human rights of many groups were being violated. Tews in Europe are just one example. However, when rights are being violated, there are propple willing to stand and fight for justice. Meanback The people of Demark are one of these groups. Thematic Essay – Practice Paper – B

In the world the Human Rights of people have been Violated many times. Like when the mazis Killed off Jews in the concentration camps or in balip an te people depire vigets in south Africa the to cetused with the Abarstide. Europe the nazis where taught that jews blere it failt of the depression. beleive +0 Kathanghanges The Wazis were ordered D Kill In South africa the windles set up an aparticle rule infrich Violated te blacks right. The africe had 52 Hex (arry around stamp books 10 CONO go places the Africans also had to live in a certian that had terrible living conditions. part of town As you cansee human Rights of people have been viblated inthe work

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 pare, met with mixed results.
Two groups who have experienced human
rights violations, a spacific nation/region
is are the Christians under the Roman
Empire, and the blocks 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 its having to deal with
being punished or treated prorty because
OF it, just because of the color/race
they should have to take the desonimination
à pe slaves, take change à do as you
want & have anousl. Stand up for yourself
and by your hield for that matter.
then dont be disapp. you were standing
up for yourself & others. maybe it will change.
the automie & change haw trungs
and with discrimination of antain
paple.

Thematic Essay – Practice Paper – D

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Thematic Essay—Practice Paper – D

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Thematic Essay – Practice Paper – D

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Thematic Essay—Practice Paper – E

The numan rights of many groups have been Wolated at different times in various nations and regions. Efforts by individuals , to resolve these human rights violations have met with miled results. Two sich individuals were Nelson Mandda, who tried to free me blacks in Africa from sepragotion and discrimination; and the sens in Europe who tried memoraling to stop Hitters murdlering of their nation Both efforts had different Besults. There was a group of people in Africa, called the Africanes. The Afrikaaners believed mat the whites were the superior race in South Africa. No one stopped mem from minking Mis, so it resulted IN major segregation and discrimination. In 1948 they created the Apartheid, which clearly distributed Four groups: whites, block, Asians and colored. The Blacks were treated terribly in SA (south Africa). They Were derived basically all number rights. After naving enaugh trauma, A man named Nelson Mandela created the African National Corpress (ANC) which was set up to destroy the Aparthed. The eg ANC was angionally a non-victent arginization, but it ended up blauing up power lines and destroying

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The economy. Nelson mandela was antested Decause OF this. After the new president come into power, he let at Nelson Mandela From Jail. The ANC did it's job in the end. They and Jail. The ANC did it's job in the end. They and segragatal and discrimination in South Aftica. The Blacks in SA were only persecuted because they were have. Nelson Mondela, an american man Sauch them from Purtner persecution increased. This was a pasative auticant will Never be Forgotien.

The Holo caust was the murdering of European Jeurs in Europe at the Norals from 1933 - 1945. The Hobaust was a planned externin abor of G, OCC, OOD Jaus because they were Jeurish. Mis was a genciade - a planned murder of a grave because of mair race, religen or ethnicity. Adout Hither was responsable for leading the Nazi party in this atteacity. The Jeurs were First put into Grietto's were their food was the ranoned. There were Griette's in which six people had so swee More bed. They were The word stop in one bed. They were Step the interfering then sent to concentration Thematic Essay—Practice Paper – E

and clearn camps, where they were murdland bacause of staniation of gas chambers The world stead voce and did nothing. Meneore the Jeus were left alone. The Jeus tried to stop the NORIS, but It was no se-they would just get short. The Holocoust was the extermination OF 6 Million Jaco Veralse OF ther religion. Eventragh me Javos memories that to Step the North It was no use. The was a terrible event in History. Both in Africa and Europe, human rights 124007 TO OF a Spasific nation was undered. The Blacks In SA. were segregated against - by the Apartheid. Norson Mandela created the ANC which helped the blacks enormality. This thankan and terms The second grave used the sens in Europe who were murdered by the Nonis. Eventmough the Fails tried to save memorially it was no use. Many Nations have been persecuted throughout history up will always remander than

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.

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?

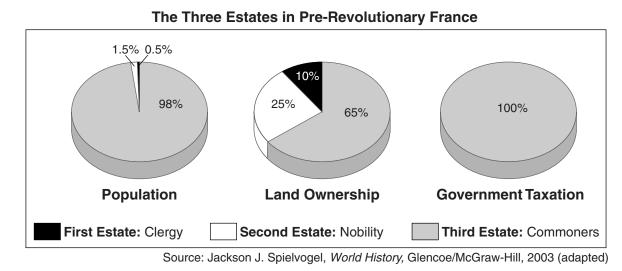
Score of 1:

• 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 franchar (42 lb.) of wheat, and three chickens, to pay as a quit-rent to one Seigneur [noble]; and four *franchar* 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

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

The French Revolution

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'etat 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

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)

6 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....

Source: John Hall Stewart, ed., A Documentary Survey of the French Revolution, Macmillan

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. . . .

Source: Robert B. Holtman, The Napoleonic Revolution, J.B. Lippincott Company, 1967

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

 \dots 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:

- 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	2 Unequal distribution of land ownership and tax burden between the First, Second, and Third Estates	
Doc 3	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 4	Continuous power struggles inside France resulted in National Assembly, Legislative Assembly, First Republic and the Convention, and the Directory		
	Radical, moderate, and conservative political ideologies affected the type of government		
	Constitutional monarchy established, feudalism abolished, <i>Declaration of the Rights of Man and the Citizen</i> adopted		
	Terror used by Committee of Public Safety to execute enemies of the regime		
	Jacobins overcame Girondins		
	Robespierre executed		
	Directory overthrown by Napoleon		
Doc 5	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			
	Suspicion was a warrant for imprisonment		
	Guillotine claimed both the innocent and the guilty		
Doc 7			
	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	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	

Relevant Outside Information

(This list is not all-inclusive.)

Causes of the French Revolution

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

How the French Revolution Affected the People of France

End of the Old Regime	Abolition of monarchy by the Convention
End of feudal taxes	Impact of Mary Wollstonecraft and Olympe de Gouges
Émigrés	on women's rights
Sans-culottes	Role of Danton, Marat
Storming of the Bastille	Impact of Napoleon: merit system, stabilization of the
Tennis Court Oath	economy, Bank of France, metric system, Legion of
The Women's March	Honor, Concordat of 1801, plebiscites, concentration
Nationalism: La Marseillaise, tri-color	of power in Paris, corruption of liberty, reduction in
Replacement of terms: "citizen" instead of	status of women
"subject"	Effects of the Congress of Vienna
Civil Constitution of the Clergy	Revolutions of 1830 and 1848
Details about the Constitution of 1791	
Execution of the king and queen	

Impact of the French Revolution Outside France

Revolt in Haiti (Toussaint L'Ouverture)	Spread of principles of nationalism and liberalism
Sale of Louisiana Territory to the United States	throughout Europe (unification of Germany and
Forcing Napoleon to give up plans to invade Britain	Italy)
War of 1812 between Britain and the United States,	Influence on Decembrist leaders in Russia to organize
a result of the use of the blockade against Britain	protests against czar (Russian Revolutions)
and the Continental System	Influence on ideologies of conservatism and liberalism
Disruption of mercantilism in the Spanish colonies	Spread of Enlightenment ideas of freedom, equality,
Influence on Latin American independence	and popular sovereignty
movements (Bolívar, San Martín)	Revolutions of 1820, 1830, and 1848
Impact of Metternich and the Congress of Vienna	Breakup of empires
Increase in power for Russia as a result of French	Details about protest in Tiananmen Square
loss	

Throughout history, there have been certian events that have effected not only a certian people or region, but the entire world. One of those events was the French Revolution. This call for freedom and equality by the French peuple later effected ust only France and Europe, but the rest of the world. There were many cours of the French Revolution. One of them was that the King had absolute power, which he used to levy high taxes, imposison people without just cause, and censor free speech and the press, as described in Decument 1. Another was the vast injustices to the 3rd Estate, which made up 98 To of the population. The 3th Estate had little say in government, but was the estate which paid the taxes, which supported the King's lavish litestyle and superflows wers (Dac. 2). These pople where often very poor, with little land and almost nothing to eat, yet were still burdened by unreasonable taxes (Doc3). However, the 3" Estate did consist of an educated middle class, the bourgeoisie. These educated ductors, lawyers, and muchants were a wave 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 Britian 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

people accused of plotting against the government were executed led to a blood both throughout the country. Thousands were executed without trial and there was chaos (Dac 6.) Despite the chaos, many of the different governments Make beneficial reforms. In theory, people were granted freedom of speech and the press and education was 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 basedon merit. So, after a lew years of turmoil, the French Revolution achieved many of its desired results. The Fond Revolution had a protound effect on the rest of the world as well. Napstein conquered many lands and instituted his reforms in these places, and many et them were kept in place even after his down fall (Doc. 8). Napleon's rule also led to a vise of nationalism in other lands. This nationalism because one of the causes of the later unification of Italy and Germany, The French Revolution also provided a basis for Enture revolutions. According to Document 9, Kard Marx based some of his ideas on social change on the French Revolution. Karl Marx's ideas later become the basis for Communist governments, which greatly shaped the 20th century. The French Revolution also incluenced the Chinese demonstration in Tranamen Square in 1989 (One 9). So, it is obvious that the Gendy Revolution has had a lasting effect an shaping modern history. The French Revolution care traly be called a turning point in history. Dateloped from peasant dissatis faction, it excalated into a revolution that changed the world. It also challonged the idea of absolute monarchy & 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 indespotably influential periods in global history. Despite its herrific Reign of Terror, its concepts, ideals, and reforms would influence the world, even two hundred years later. The erux of the causes of the French Revolution by 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. Influented by Mararin, his advisor, Louis XIV epitomized the Ab.so lute Monarch. He beavily taxed his subjects, fought expensive wars, and built the extravagant Paloce of Versailles Colbert, his finance manager, did the best he could to keep up with Louis XIV's expenses, but despitchis magnificent financial skills, France was still in severe debt. Unfortunately, Louis XIV had no required to his subjects, boldly stating, "L'etat c'est moi, "or "Iam the State." Louis XX Knew that turmoil would come to France after his reign. A statement made at the time, "After me, the flood," signified this. His preditions 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 familie's profit was given to notices. (Document3). While his subjects starved and had little rights, Louis XVI lived in his palace, completely unaware of the impending door avaiting 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 then 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 latervictims of "Madame Guillotine", meaning, they were executed by the guillotine. During_ this Reign of Terror, many innocent clergy and nobles were executed at the scatfold or quillative simply because of their social status (Dec. 6). The French, new a Republic, declared the Rights of Man, basically stating the equality of every French make citizen (doc. 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 instated and the Committee of tublic Safety was instituted, which consisted of the radical Jacobins. The Jacobins became too radical, causing termoil. The execution of one of the twelve leaders of the Committee of Public Safety, Robbespierre, ended the Reign of Kerper. (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 blappleon eliminated many of the rights given to the French by the

Declaration of the Rights of Man. However, Napaleon left a legacy that is still influential today. His Napoleonic Code and its provisions, such as education, equality, and abolition of feudal rights still influencestrance 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).

<u>Clearly, the French Revalution stirred the desires of Revolution among all worldly</u> societies, even in present day situations. Despite its hornific 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.

Anchor Paper – Document–Based Essay–Level 4 – A

The commoners become poorer due to the heavy takes, and reated a "sad country". (Doc. 3) These commoners were forced to give much of the food they produced to the nobles, and it left then literally storving to death . The pain that the people were forced to suffer in fortraged and described in a Tale of Two Cities, by thanks Dickens. It shows the huge defferences between the rich and foor, and how people fought each other to stay alive. The fighte of France became miserable and had no rights. Dre revolt that the for of Paris carried out was the storming of the Bastelle. The Bastelle was the jail where innocent people were imprisoned. The novel shows the anger and frustration of the Seeple in France. attempts were made to improve France. The Declaration of the Rights of Mon and the atizen 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 beck to the French citizens in the nafsleonic Code. This Code encouraged equality before the faw and use of the merit system. (Doc 8) Also, alavery and serfdom were abolished, and the feffle were given religious Toleration. The French Revolution influence many countries around the world, providing a model of revolution and instruction. Karl maris idea of a proletarion poolution was influenced by the French Revolution, which was latter used by the Bolsheviks in Russie. Student protestors in the Tionanmen Square in thema used the French Revolution's cheas to

Anchor Paper – Document–Based Essay–Level 4 – A

SUPPIN A rou ens

Anchor Level 4-A

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.

Anchor Paper – Document–Based Essay–Level 4 – B

The French Revolution took place from 1789 to 1314. Throughout this time of turmonf, sworal different rulers assumed the head of government. Probably the most well known of these rulers was Napoleon - whore righ is wind as an important turning pirkt not only in French, but global history. This time period revolutionized France, Causing a great deal of change in French politics, economics, and social structure; as well as impacting the sust of the global <u>Community</u> Prior to this time period considered the French Revolution, another very important revolution was accuiring that would also alter swiral parts of the world's map. The Univican Revolution against the British Crown was a fight for freedom against a colinial power. With the aid of France, the United State was born, However, seing what had happened in these colonies, French citizens bigan to puch for eweeping change modeled what had occurred across the litlantic Ocean An essence, the French Revolution began with King Louis XVI - an absolute Julis whose plaim to the thrown was divin right or receiving power from God (doc 1). Us an absolution, he did not value the opinion on take to heart the turmoil being filt by French commoners and peasants. Us stated in "Powers of the King, " he could imprison anybody at will (doc 1). Moreover, French political discontext can be rooted to King Louis XVI. Howar

politics were only part of the discontent that fueled revolution. The Chart fitted "The Three Estatis in the Nevolutionary france" clearly shows that dispite owing only 65 To of the land in france, the pensants (who were 98 " of The population) had to pay 100% of the government toxes in France (doc 2). With puch an incridable economic burden and responsibility, the Third Cetate was struggling to purvive, for example, a poor old lady (who apparently was actually only 28) said that the taxing and laws are Arushing us " (der 3). Truly this is no way to live . Unfortunately, this was the economic situation present in pre-revolutionary France The freach Revolution was started for the people, and it strived to directly affect the lives of trench citizens for the best. New reforms in "The Diclaration of the Rights of Man and Citizens" granted French citizins new pudoms they did not have in the past (such as fruden of speech V doc 5) and later the Napolimic Code st firth a codified written system of law to abide by (doc 8). The press borned, and the education system_ underwent a drastic peries of reform. Us described in "a Documentary Survey of the french Kevolution, "education was now "free, Compulsary juniversed and pock perular " (due 1). Houng French returins tod more apportunities for a bitter education Not only did the French Revolution affect France - but et laid a foundation of quidelines to be used in fater revolutions of The

Anchor Paper – Document–Based Essay–Level 4 – B

19th and 20th centuries. Napolem Bonaparte influenced the social and political stratification of other European nation Through his reform and conquest. Napolion's rule was overthrown, but his ligary remained in several areas he once had a "sphere of influence" over. An Naples, King Firdinand saw no reason to do aways with Napolian's civil code or to re-establish fundal rights when he re-assumed power after Napolion's defeat at Ulaterloo (docs). However, another contributing factor to keeping some of Napolia's reforms was that the European nations were left crippled by Napolion, and therefore could not attempt change simply. because they were internally weak. Leadership was in turnoil and colonies were left open to rebellion and attack, as in South limitica. Folivar was able to take advantage of this Weakness and Spanish Colonies in the western hemispher became independent. This time period (1789-1814) may be seen as victory for the French in This revolution, but this wa also compromised the liver of a great deal of French citizins, is pecially during the Kings of Terror. However, the French idea of revolution drepersed other parts of the world and helped nations overthrow-appressive governments who were unjustly in

Anchor Level 4-B

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.

Anchor Paper – Document–Based Essay–Level 4 – C

The Evench Redolution, beginning in 1789, was a major turning point in world
pistory. The revolution was caused by many factors, including absolutism,
harst taxes, unfair land distribution and above all, a distinct rift between the
seper and lower classes. But for more important than the causes of the
French Revolution, are the affects, 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 98% 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 vent. This left little for the peasants to keep for
themselves, perhaps only a cup of soup and some bread each day as the woman
indocument 3 complained.
Politically, France was in trouble as well. King Lowis TUT ruled in an
absolute manner (1). While that may had worked for a skilled and com-
passionate King, Louis's failure to promote change in France drove
the country further into problems. He spent the peasants money
laushly. 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 parlaiment. It was
divided into 3 parts, made up of the 3 classes of Frenchmen; clergy,
nobles and peasants. However, the King ravely called on the Estates General
to act, since he preferred to rule himself. Finally, as things grew worse

Anchor Paper – Document–Based Essay–Level 4 – C

in France, King Louis decided he would call the Estates General into action.
However, when the 3rd Estate no 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.
trother political hindrance to France was King houis' wife, Marie Intoinette,
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 anormous impact on the French people, as it led
from one form of new government to another as described in doc 4, anch with x
different implications.
The first government established was a national assembly with a consti-
tubonal monarchy. By 1791 however the King was forced to flee and a
legislative assembly was briefly formed. France was declared a hepublic
and ruled by a committee of Public Safety. Next came a directory
government with 5 rulers. Finally in November of 1799, Napoleon Bonegart,
a Constan over threw the government and began his own ambitious movarchy.
All this change had severe affects on France. The loss of stability led to
a reign of terror. In example of terror was the quillotine, an except-
ronally quick and simple beheading machine invented by and some say
exentually used on Dr. Guillotine. This instrument kelled hundreds and

Anchor Paper – Document–Based Essay–Level 4 – C

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 prieste
or for no reason at all,
After the reign of terror and especially once Nopoleon's reign began,
the French began to reap the remards of the revolution. Greater stability
was reached and under Napoleon, education was reformed and made com-
pulsory, museums and libraries were built and the metric system was
created. This change is described at 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 Glavery. Although Nagoleon's reign was short, some of his
reforms lasted For example, document & describes how Napoleon outlawed
feudalism in Naples, and when King Ferdinand was reinstated King of
bagles 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 to-
getter at precisely the right time and place to cause the French Rev-
olution, which in twen caused major changes both inside and outside
of France.
2

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 comparison 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 shouts 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 coursed 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 I describes the absolute power that king Louis IVI possessed He excercised his own will without enjone elses 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 outransition 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. Documents 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 ammendment 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. Porument 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 & states how the Civil Code which was established under Napoleon was not abolished in THAN 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 one as an example for other revolutionary groups such as those in Russia in Anchor Paper – Document–Based Essay–Level 3 – A

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.

Anchor Paper – Document–Based Essay–Level 3 – B
The French Revolution was a powerful and protound musement,
that forever changed the world. The French Revolution changed
almost all aspects of society in France, and ingreatly impacted
many of the societres in Europe and all the world. The French
Revolution proved that normal people call make a difference in government,
and this concept \$pawned the flowing of now 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 Frances three classes. The commonars in France were forced
to pay all the countries tares, while the wealthy nobility, and -
wealthy clargy were exempt, Commonars also owned little land in proportion
to their size; they made up 98% of the population yet they owned
only 6590 of France's land (The Document 2). This environment
of unfoir conditions on the commoners led to be outery, from the commoners
for more equality and formess in legal war-enforcements and standard
of living. Another major cause of the French Revolution was the
absolute power France's monorchs had. King Lavis KUI completely
Controlled all facets of the proples 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
then people of France wanted dosired the ability to have their
political views heard and listened to by leaders of the government.
Both of these situations are vory similar in that in both

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

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cases the limitations of the commonors rights and lack of
equality resulted in a push for revolution.
When the Ablank French Revolution Adult Anope 1 be yours
on Allert, many profiles changes came about for the French
society commones, For the first time, Frenchmen were given freedom
of press and speech. They use able to express thenselves openly winds
the Act of you less fear of governmental persecution (powent 7).
The French people were also now given The Declation of
the Rights of Man and the Citizen. This declaration created a
sence of eavaling between the classes. The Declaration ensued each individual
that he would be subject to the same laws, restrictions, and herefits that
all all other French citizens (Document 5). Another change
that imported the French people and was a However, not all changes
and actives occuring during the French Revolution were positive. For instance,
political purper ocured during revolution because those who gained cover
frored all opposition and they killed any people that for in their
way or disagreed with their beliefs (Document G). The French
Revolution had a huge impact on the these lives of the French
c. tizens. The Frencis Revolution, while bloody, your duprage people
More power and equality, which is exactly what the revolution
hopen to achieve.
The French Revolution also impacted the whole wild.
The actions taken by French citizens, specifically the community
were noticed by other European nations. This set up a

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

precedent for revolution in many of the world's company, because
it served as a blapring for how average pooply could gain power.
(Document 9). The Revolution celso showed other nations what
equality leaded liked. As Napoleon's empire sprend, so did the
new French ideas of the individuals capacity for power. Even after
Napoleon left the nations he unquired, chiretis skill returned to
give up the policies of Civil Code and cambing that he had
created (Document 8). The French Revolution was so powerful
and inportant, that and because of this if was able to shapp
Engle all of the work into what it is to day,
The importance of the French Roudiation is vast and seemingly
unimaginable. It was the reasolution that foreser changed the
power systems of the world, and the revolution that really led
to all more global democracy. Toka Additional We should all be
thankful for the French Routlition, 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^{1/2} also bad a significant impact on the rest of the wata. France wint thraugh many changes during the time of the value. France wint thraugh many changes during the time of the revolution. Monorchies were avere average are into power, and democratic policies were established. The French Revolution also inspired other nations of the world to fillow in France's revolutionary footsteps.

There are many social, political, and lanomic causes for the French Revolution. King Louis XVI imposed censorship of Speech and pross on people the people. He would also send people to prison without a trial. This caused grawing invest and hotred tailord the French government. Another problem was that France was going bonkrupt. Inflation was so high that the general people could not even afford bread! To make matters worse taxes were invitedibly high, and only the third estate was fixed to pay them. Reasonts 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 and they joined together, thraugh notionalism, and stormed the Bastille. The French Bevolution had begin (Documents 1, 2,3) The French Revolution had many affects on the people of France. However not all the affects were positive. There French After the monarchy was overthrown, there was a great struggle for rodical contral over France. Finally a political party called the facobing with Maximillion Robespierre as their leader seized control. The pactors

Anchor Paper – Document–Based Essay–Level 3 – C

were extremists. The know throwoodseaferpople coder They would kill anyone who was a "throat" or a "trador" to France. Thus the Reign of Terror began. Thousands were killed under the gradi quedine during this time, for no appowent reason. However, many positive affects did risult 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. Feudialism 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 notions saw the success of the French Bevolution and decided to try their hand at change. For example the French Believice inspired the ideas of Karl Mark. His idea of a proletarian Revolution was inspired by the French nevertion. Marios icloss have spread all throughout the world and have influenced many cantilos. The same The Communist, Soviet Union was inspired by Marcs idea's of change, and government, (pociment 9) The French Revolution has made a lasting impression on

Ine French Revolution has made a losting impression on world history. The events that accured during this time inspired many other nations and regions of the world. Revolutions occur because of pathonaism nationalism and discontant with one's easiding government or life sitution. The matter the cause if the government is not provide its pape, then the paper to be the duty Anchor Paper – Document–Based Essay–Level 3 – C

of the people to averthical it. This Renassiance idea

inspired the French Revolutions and promy attact the revolutions that followed, the days and promy attack the revolutions that

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.

Maily political, economic, and social changes occurred in France during the Evench Revolution. Politically, therewoulter was in part caused by Louis the states absolute rule and his corrupt policies. Economically it was caused by the unfair taxation of the third Estate. The Nobles and Clergy dian't have to pay taxes, even though they avned a large portion of the land. Socially, it was caused by the unfair treatment of the French Revolution gave more rights to offerent forms of gavement were established. The French Revolution isospired many other countries to wort self-detorminism and have determinism and have determinism on have determinism. Politically, King Louis to enraged the population with his absolute

rule and compt-policies (Document)). He infairly imprisoned people

without a trial. He spent the noney from taxes the frivolously and streen telieved for the had the right from the to rue however he wented to right theory. EAA economic cause was that the presence had to pay all of the the taxes, when they only owned (05% of the long. The much smaller population of nobles and clearly and to so of the long and albhy taxes at all (bocuments). Socially, the plasonts work work of the play that the the presence be presented work of the play taxes at all (bocuments). Socially, the plasonts work of more interested to the present work of the present work of the present work of the present work of the play taxes at all (bocuments). Socially, the plasonts work work of the present work of the present work of the present work of the present work of the play taxes and opportunities.

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During the Revolution, France many political Changes. The Declaration of the Rights of man oner the citizen "was

witten. Social existing between provide and Antitatery 0000 Scherenty gone, Politically, the government went from a Constitutional monorchy, totale Reading and the second and the sec toa Naporeon's reign (Dorumenty) to five people rulines, and finally to Karada alas leader. Economically, Feudalism was abortished (Document 4). Socially, all people were given equal rights (Documents). The wealthy were executed for exploiting the peasonts. There was a reign often or (Document (2). There was Freedom of speech and press, sesants were griven many opportunities and museums and libraries were bilt (Document T). Although people were supposedly given Aqual n'ant women dion + get equal rights for a long time The French Revolution inspired many other revolutions. The ideals of atting national ism affected many other cuntries. Other cantries wanted to apply the idea of self-deturminism to their auntries, so they had recolutions too. "The Dedaration of the Rights of Man anather citizen" influenced other neutrions Constritutions a swell. The French Revolution gave many people morenights and inspired mony 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 pobles and clergly. Pulitica I The French Revolution was a penicol OF frequent 2000 good

changes and marenights for the communers

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 success, Europe cutates a cold " This saying
come about from the French Revolution. Starting out as a way to va
overthrow the government, the French Revolution effected all of Europe
from the reign of terror (Rochespierre) to the dawn of the
Appeleonie 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 severly overpowering the other lower class.
Downent 2 shows how only the lower dass was tarred.
The upper classichergy and nobles here much richer than the
common people; therefore the upper class are the ones that
Should have been taxed. The common people had a up 98%
of the population. When the people realized these 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 talked
about now people no longe knew why they were going
to be killed. They could be sent to the gallows for my q
reason un beknownst to them. However the revolution did bring
about freedom for the people, a constitution. Document
5, is excepts from the declaration of the rights of men.
Similar to our to constitution. People were given freedom of
Speech, and the right to take part in their government.
The French revolution led to the Napoleonic wars.
Effections most of Europe in the early 1800's. This led

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Anchor Paper – Document–Based Essay–Level 2 – B

to many problems. No one wants to be taken over and
Europe was having travele stopping naroleon. When it was
all said and done , luropy had been effected greatly
In document 9 it shows how the revolution helped
karl Marx develop his ideas. Ferefilism had been abalished
in countries like Naples with the
with the bad came the goad. As the French
revolution affected the whole world And would eventually
lead to world wars, Industrial revolutions etc. The
iongress of vienna is what would end one chapter
of world history and begin another.

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.

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

French Revolution is an Tho important event in history. It only impacted France, but , MOt other mations outside of France as Well. -The principles of biditions in France dispatisfied many people and they sour way to utring about changes. IND the start of the French persolution. 100In France, during the late 19 King Louis ## XVI Was in power. libertule at his palace uthing air phillin, dinky, appliate Inported laws, lived ap deen in Louis XVI ÍM way he belt Dest, re (DQ)denied the sught to trual but hiruf and unundly used the money of the people in his lifestyle, Louis XVI Enveloped unaware of the distationation the was people. People became causing his knew that it was time to ALCIN M do something about it ni astates earny brew ere France. The First Estate was

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

made up of clergy, the Decond Edite consisted of induility, + the Third Estate was the commoners. although the third Estate made up the majority of the population, they belt that they were breated unbairly. They where the ones who to subbird hearly Earles that benefited the First and second Estates. Document à shieus the comparis HODE TWILL EXATED. THE COMMONETTS WERE unhappy with this situation. With an aboute monarchy, a drained economy, and Unsion between citizens of France, The French Revolution was underway The lines of citizens improved in serveral ways and were negatively applicated as well. The Declaration of the Rights Of Mon was put into report and examples of the document are displayed in Document 5. let expresses that men are equal in rights and will remain bree. in addition, the role of individuals in the government improved. appurtunities to be elected into obbice and other high

anguitions were available to m citizens. This demonstrates the word they are now granted in the government indiruduals Can also preely express ruleus and opinions. Document Deven mention development of an education System. This reads to an increase in literacy among people and the desire to seek success. In addition, preedom of the press was granted, which incouraged many people to read and expand their knowledge. Through the press, people could shores pellings and thoughts openly. However, appointion to the government was crughed and a Keign of Turror began. although the Firench Revolution positively inpacted otimens, there was a megative appect of the renolution.

Ideas of the French Revolution spread to neighboring areas pations other than France were influenced as seen in document minieledge on the principles of democracy and began Anchor Paper – Document–Based Essay–Level 2 – C

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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 Ibras_ <u>m</u> the Important port on changed many peoples idear, also L lower dash French gave____ <u>I</u> æ Revolution yas MOR P ho Mahle . time when ideas sk. seople work Changed. nst J the was volution -the REASON e common people who had OMN on possebumen chusch ГАЫ. atedn' also have to the Kina total power aver everyone. (Dr. cument /) why revolution started, 12 The revolution Was mpotant because gave Plople more Mahta: idea men are people gene. Dor (Document 5). also rel : have all porpoleon press speech 0f and revolution gave mportent plasante which JIMA to

Anchor Paper – Document–Based Essay–Level 1 – A

then gan more Rause revolution he world atter the Am In Revolution Atter ITAS . ideas slages M MD Ŧ hano stand, Jan l johen king Pent in TIPP, Lin 10Th n M Do also ENEM late DOCUMENT revolution hast lasting The 1 Cenoluliona later. A JM intruction to the Dave. Thin M and Poth also wane. <u> Centina</u> mars the Idea Prolo Th tenial TH. ant. DOLYMent 9 overthround Govermen th (ld rolution INCN ha hr lastra J NONTUNIN Uman **7/**^ 0 revolution changed UN he. Ronotation mostant 41 MI sast 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.

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

The French Revolution was between 1789 and 1814. The French Revolution was a major turning point in world history. It bouto Major changes in France and other areas over the world. There were Many economic, politically and social causes of the French Revolution. The political cause was because thing Louis XVT was the absolute unarch. No one exanted there to be a thing because that we not that they had all the power. (Document). Anothere Cause of the French Reublution was the third estables had to pay high lates. They owned 65% of the land and usere 98% of the population. The third estate had no say in politics and they thought that was very Unjust. (Document 2) Dre last action cause 15 that the French worked so hard but recieved so little in return (Document 3) The French Revolution effected the citizens of France. The Declaration of the Fights of Man and the Citizen said that

itizens Seen have in COUR man \sim offer a 'e Ci 22 co don ho 200 10 01-+ frenc Conci Ker The which areas he ance. UC hou 5 world T)

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.

Document-Based Essay-Practice Paper - A

French Revolution, which included napoleurs ceres. Th 15 considered to be a major turning point in world history. This recolution rect to in France and other nations and regions of changes MAVIX ne world French Revolution had Delitital in sucher und RECONDER COURS Napolion aller throw the government and because mer and was a full of supeople. Muny people lost their fights to they wanted An effect the diffectual other antices da 4 hurray that rocalitons to care political traditions. nns The French Revolution which included nataleans reign, is considered to be a waylor two my Point in wayly have The recolumn led to make change in France underly rearres and regions of the mold. The french Renderthe my extremely hporen

Document-Based Essay-Practice Paper - B

Historians consider the French Revolution to be a turning pointhistory. The Revolution began as the people reaction to the absolute monarchy and radically changed the life of French people. The French Revolution also impacted greas 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 what ever he wanted. The king decided who where 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 hand and a meager way of living. Even when the had so little, they still had to pay tates. Sometimes the had to pay tates to several nobles. The peasents had an extremely hard way of life (Doc3). The King did not do a thing to help them. When the three Estates had their meeting, The Third Estate walked out and had their own meeting in a temis 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 crated a constitutional monarchy (Poc 4). During this time the

Document-Based Essay-Practice Paper - B

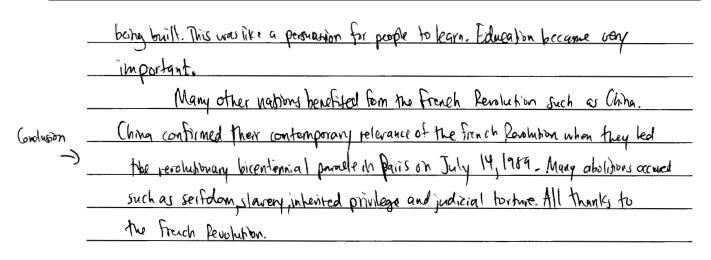
Declaration of the Rights of Man and the citizen was adopted. This gave the people the freedom of speech and press. It also let the men participate in government (Docs). Women also tried to get this right but they were rejected finly. The Declaration made all menequal and free. It made the laws unable to do harm to the people. By 1 791 the constitutional monarchy was ended and the king fled, War was declared against Austria and Prussia. Joon 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 otherswere clever, (Da,6) thousands were kill during this 3 year Republic rule. it ended with the Jacobins leader, Dobespierre being executed, Vespite all the blood shed, the French gain many rights and opportunities such as education freedom of press, The arts were encouraged Many Museums were established (Doc 7). 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

French. The French Revolution also the brought Socia FOIM langes to the rest of Europe when Napoleon took Napoleon's OVES. Civil Cade Staved arcas he Conquec PCP he Revolution 9 grean had JAC Che Those God the bot 1001 tion ended the absolute monarchi/ the 20 the lives of the people, for ha Why histo D_G the French Revolution is believe 9 TUrning history in

Document–Based Essay–Practice Paper – C

	The French Revolution (1789-1814), which included Kapoleon's reign, is		
	considered a major turning paint in world history. This revolution led to major changes		
	in France and other notion and regions of the world. Many major changes		
· · ·	were accomplished such as abolition of selfdom, slavery, judicial torture and inherited		
	primlege. Freedom of speech was created and many other things like equality.		
	One cause of this magnificient revolution was the power of the		
	Kings. They had absolute power which means they controlled everything, I mean		
Document.	everything. The king appointed all civil officials and military officers. He made and		
one. —)	aforced all laws, he lerical taxes and spont the people's monay however he wanted.		
	Nobody had are a voice but the king, he could arrest anybody whenever and however		
he wanted even if they didn't do any thing. No justice, no freedom, no way			
-	Tax was a very big problem during this fime. The only people who		
Document -	were taxed when the lowest estates or classes, which wasn't very fair. In document three families		
Two q ->	had to give up not only money but food and produces also. They had takes on their		
Three.	land and produces, how can they support their families like this. Some times 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 brung the birth of freedom, oppursturity, equality, and justice.		
Decurrent Five	Reopie were allowed to speak freely as long us it wasn't discerpa that to the law, all people were		
Five>	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 hold high, a man deserves when he gets, if it		
-	is a sontence or if he is let free. Things were starting to change for the better		
Document -)-	The spread of education was growing gradually. Education wasit laken		
Jeven	Sometres Seriously before, but during the French Levolution more libraries and museums plated		

Document-Based Essay-Practice Paper - C



Document-Based Essay-Practice Paper - D

The French Revolution had a major impact on civilization. In the 1700's, commonous were treated on fairly, such as being taxed when no me else was (document 2). Also, the King had absolute power; to one had a say in any thing (document (). Foudalism was also a major publicon, the French Bevolution abolished feudalism and France way declared a Republic (document 4). There were ne longer unequal rights, everyone was born with the same rights (Pociment 5). Laws were also voted you, rather than the King deciding Job opportunities were also made tain, by making Careers "open to talents", rather than Gozial class (document 7). The French Prevolution didn't just a frect France, it affected many other countries. For instance French control over other countries decreased in places such as I taly. In conclusion, the French Revolution Wass a great success in making France, along with 6the 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 tasoon. 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 (Duc. 4) France had seen many different faces of apvernment 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 payed 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 in (Doc. 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 everyme 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 mes		
	demanded by the government were not tolerated. The people in France who		
Doc!	"were against the heliefs of the government, especially against the philosophy		
U.	of the Badicaks 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 fired 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 rould do it, so		
	Could they and the similarities of the French Revolution		
	to give them motivation to petition the government for some democratic		

Document-Based Essay-Practice Paper - E

rights. Many countries have used the relevance of the French Revolution to fuel their own revolutions, Countries, who before may never be 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 displasure against their respective opvernments. 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.

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.

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.

Global History and Geography Specifications Grid January 2007

Standard	Question Numbers
1—US and NY History	N/A
2—World History	2, 5, 8, 10, 13, 14, 15, 16, 20, 23, 24, 25, 28, 29, 35, 36, 38, 39, 40, 42, 45, 46
3—Geography	1, 3, 7, 9, 11, 19, 21, 27, 33, 34, 37, 41, 43, 44
4—Economics	12, 17, 22, 30, 31, 32, 47, 48, 50
5—Civics, Citizenship, and Government	4, 6, 18, 26, 49

Part I Multiple Choice Questions by Standard

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Human Rights; Power; Conflict	Standard 2: World History
Document-based Essay	Power; Conflict; Political Systems; Economic Systems; Human Rights; Justice; Nationalism; Cultural and Intellectual Life	Standards 2, 4, and 5: World History; Economics; Civics, Citizenship, and Government

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 <u>http://www.emsc.nysed.gov/osa/</u> 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:

- 1. Go to http://www.emsc.nysed.gov/osa/exameval.
- 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.