

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## GLOBAL HISTORY AND GEOGRAPHY

Friday, January 30, 2009 — 9:15 a.m. to 12:15 p.m., only

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

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

#### Contents of the Rating Guide

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

- A question-specific rubric

For **Part III B** (DBQ) essay:

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

General:

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

Copyright 2009

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

VOLUME  
**2 OF 2**  
DBQ

### **Mechanics of Rating**

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

### **Rating the Essay Question**

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

### **Rating the Scaffold (open-ended) Questions**

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

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

**Global History and Geography**  
**Part A Specific Rubric**  
**Document-Based Question**  
**January 2009**

**Document 1**

. . . In the Middle Ages to praise man was to praise God, for man was a creation of God. But Renaissance writers praised man himself as a creator. They played down the sinfulness he was born with and emphasized his ability to think and act for himself, to produce works of art, to guide the destiny of others. They freed man from his pegged place in the medieval hierarchy, halfway between matter and spirit, and allowed him to roam at will, through all the levels of being, sometimes identifying himself with the brutes, sometimes with the angels. He was seen as the ruler of nature—the lord, although not the Lord, of creation.

This new vision of man sprang from a heightened awareness of self. Medieval men had been preoccupied with searching their souls, but Renaissance men were much more intrigued with exploring, and indeed parading, their own personalities. Petrarch is a perfect example. Although his serious interests centered on his work in discovering and editing ancient texts, Petrarch was also interested in himself. In his letters, designed for posterity [future generations] as well as his friends, he left a record of his reactions to love affairs and friendship, to mountains and the flowers in his garden. They are an intellectual and emotional self-portrait, the first since antiquity [ancient times]. . . .

Source: John R. Hale, *Great Ages of Man: A History of the World's Cultures: Renaissance*, Time-Life, 1965

**1 In what way did man's view of the world change between the European medieval period and the Renaissance according to John R. Hale?**

**Score of 1:**

- States a way in which man's view of the world changed between the European medieval period and the Renaissance according to John R. Hale

*Examples:* in the Middle Ages, to praise man was to praise God, but during the Renaissance, man was praised as a creator himself; medieval men were preoccupied with searching their souls, but Renaissance men were more intrigued with exploring their personalities; during the Renaissance, man was now seen as the ruler of nature; Renaissance men were more worldly than medieval men; Renaissance man played down sinfulness and emphasized ability to think/act for himself; Renaissance writers focused on man's ability to think/act for himself

**Score of 0:**

- Incorrect response

*Examples:* there was no religion during the Renaissance; during the Renaissance, men were more preoccupied with God; medieval writers emphasized man's ability to think/act for himself; Renaissance men were Church-oriented, while medieval men were not

- Vague response

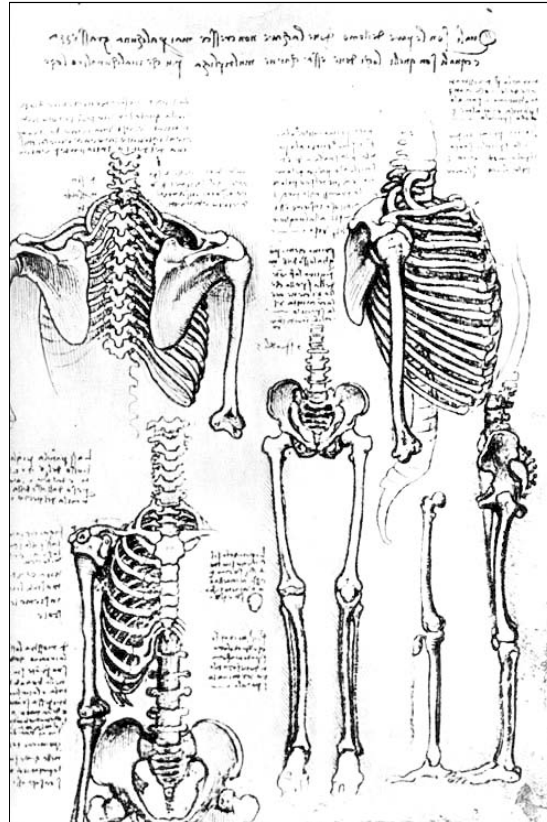
*Examples:* man was a creation; God was praised; it changed; Petrarch was a perfect example of the change

- No response

## Document 2

Leonardo da Vinci studied the anatomy of the human body while he was apprenticed to Andrea del Verrocchio. To learn about the body, he dissected and studied human corpses. Da Vinci was interested in the structure and the function of the various parts of the human body. His drawings reflect what he learned as he studied.

Note: Leonardo da Vinci recorded information in his notebooks by writing backward.



Source: David Reuteler's website, "The Drawings of Leonardo Da Vinci"

**2** According to this document, state *one* of Leonardo da Vinci's contributions to science.

### Score of 1:

- States a contribution Leonardo da Vinci made to science as shown in this document  
*Examples:* he illustrated what a human skeleton was like; drew details of human anatomy; left notes about his dissection and study of human corpses; he left notebooks that detailed the structure and function of the various parts of the human body

### Score of 0:

- Incorrect response  
*Examples:* he made human skeletons; was apprenticed to Andrea del Verrocchio; interested in structure; wrote backwards
- Vague response  
*Examples:* he drew details; learned; he studied
- No response

### Document 3

. . . It was as an artist that Leonardo attempted the fusion of anatomy with medical science through [the scientist] della Torre. This attempt was itself a great peak reached from those first modest beginnings of anatomy in the botegas [works] of Pollaiuolo and Verrocchio. The renaissance of anatomy could never have occurred without those long, distasteful hours of adventurous dissection and patient drawing. Without this artistic surge for knowledge the medical professors of anatomy, droning [speaking] their prosings [thoughts] from a tainted Galenic text [medical book written by Galen], could never have found a way of recording Galenic anatomical errors, let alone their corrections. . . .

Source: Kenneth D. Keele, "Leonardo daVinci's Influence on Renaissance Anatomy,"  
*Medical History*, October 1964

### 3 What are *two* impacts of Leonardo da Vinci's work according to Kenneth Keele?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* impact of Leonardo da Vinci's work according to Kenneth Keele

*Examples:* his drawings fused anatomy with medical science/he promoted the study of anatomy; da Vinci's drawings allowed professors of anatomy to improve their body of knowledge; teaching of anatomy was improved through da Vinci's work; da Vinci expanded the earlier work of Pollaiuolo/Verrocchio; his efforts to study the body led to the recording of errors found in Galen's text

**Note:** To receive maximum credit, two *different* impacts of Leonardo da Vinci's achievement in anatomy must be stated. For example, *he improved the study of anatomy* and *the knowledge of anatomy was improved through da Vinci's work* are the same impact expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* the teachings of anatomy professors inspired da Vinci's work; Pollaiuolo/Verrocchio learned from da Vinci's drawings of skeletons; Galenic texts were tainted; da Vinci found dissection distasteful
- Vague response  
*Examples:* there were anatomical errors; anatomy was fused; it was important
- No response

## Document 4

### **Revolt on the Island of Saint-Domingue (present-day Haiti), 1791**

. . . The seeds of independence were first sown among free black soldiers sent by the white French governors to fight against the British in the American War of Independence, where they were exposed to anti-colonial ideas. Later, the French Revolution's notions of liberty, equality, and brotherhood inspired an independence movement among the minority white settlers and a highly fragmented socioeconomic mix of free blacks. When the white population defied an order from France to enfranchise [give rights to] free blacks, it triggered a violent revolt that involved changing alliances among free blacks and the large slave population. After promulgating [announcing] a constitution in 1801 and overcoming a military force sent by Napoleon (First Consul, 1799–1804; Emperor, 1804–1814/1815), Haiti successfully declared its independence. Its success, along with that of the American War of Independence, inspired a number of anti-colonial struggles throughout Latin America. . . .

Source: New York Public Library, *Russia Engages the World*, online exhibition (adapted)

#### **4a Based on this document, identify *one* situation that led to Haiti's declaration of independence from France.**

##### **Score of 1:**

- Identifies a situation that led to Haiti's declaration of independence from France as stated in this document  
*Examples:* French Revolution; American Revolution/American War of Independence; the slave revolt; the announcing of a constitution in 1801; overcoming the military force sent by Napoleon; anticolonial ideas picked up by free black soldiers sent by the French to fight the British in the American War of Independence; promotion of the ideas of liberty, equality, and brotherhood by the French Revolution; violent revolt triggered when the white population defied an order from France to enfranchise free blacks

##### **Score of 0:**

- Incorrect response  
*Examples:* the freeing of the island during the American War of Independence; the French government freed black slaves; Napoleon sent troops to free the slaves
- Vague response  
*Examples:* there were seeds of independence; struggles occurred; it freed them
- No response

#### **4b Identify *one* impact the Haitian revolt had on global history as stated in this document.**

##### **Score of 1:**

- Identifies an impact the Haitian revolt had on global history as stated in this document  
*Examples:* it inspired a number of anticolonial struggles throughout Latin America; it triggered independence movements/slave revolts

##### **Score of 0:**

- Incorrect response  
*Examples:* it led to the French Revolution; it resulted in the enslavement of many free blacks; it discouraged liberty in the region
- Vague response  
*Examples:* Latin America expanded; Napoleon was the emperor; it helped them
- No response

## Document 5

Toussaint L'Ouverture used this letter to rally the blacks in San Domingo (Haiti).

August 29, 1793
Brothers and friends. I am Toussaint L'Ouverture, my name is perhaps known to you. I have undertaken vengeance. I want Liberty and Equality to reign in San Domingo. I work to bring them into existence. Unite yourselves to us, brothers, and fight with us for the same cause, etc. . . .

Source: C. L. R. James, *Lettres de Toussaint L'Ouverture, The Black Jacobins*, The Dial Press (adapted)

### 5 According to this letter, what did Toussaint L'Ouverture want to achieve in San Domingo?

#### Score of 1:

- States what Toussaint L'Ouverture wanted to achieve in San Domingo according to this letter  
*Examples:* to rally the black population; liberty/equality; to get people to fight/unite; to unite his people; freedom; to avenge the people of San Domingo

#### Score of 0:

- Incorrect response  
*Examples:* to establish French rule in San Domingo; to enslave the blacks in San Domingo; to take over Latin America
- Vague response  
*Examples:* on behalf of the people; bring them into existence; to have brothers
- No response

## Document 6

C. L. R. James has stated that the success of the Haitian Revolution was almost entirely the result of the leadership of Toussaint L'Ouverture.

. . . The work of Toussaint, Dessalines, Christophe, and Pétion endures in Hayti [Haiti], but what they did went far, far beyond the boundaries of the island. The Haytian revolution has had a profound influence on the history of the nineteenth century. . . .

So far the negative aspect. There were others more positive. Hayti gave the impulse to and subsidised [supported] the first national revolutions in Spanish America. When the Spanish American colonies saw that such a small and weak community could win and keep its freedom, they took courage to fight for their own emancipation from European imperialism. In dark days, Bolivar the Liberator, ill and in distress, was welcomed by Pétion, nursed to health and given courage to lead the struggling nationalities against Spain. He failed and returned to Hayti. He was once again befriended. Pétion supplied him with arms, munitions, men, money, and printing material, and thus fortified he left Hayti to begin the campaign which ended in the emancipation of the Five States. Pétion asked nothing in return but the freedom of the slaves. . . .

Source: C. L. R. James, *The Black Jacobins*, The Dial Press

### 6 What were *two* ways that the work of Toussaint L'Ouverture and his successors influenced global history according to C. L. R. James?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the work of Toussaint L'Ouverture and his successors influenced global history according to C. L. R. James  
*Examples:* gave impulse to/supported the first national revolutions in Spanish America; their work enabled Bolívar to begin the campaign that ended in the emancipation of the Five States; other colonies gained courage to fight for freedom; they/Pétion gave Bolívar arms/ munitions/men/money/printing material to support revolutions in the Five States; their work inspired others to end Spanish colonialism in South America

**Note:** To receive maximum credit, two *different* ways that the work of Toussaint L'Ouverture and his successors influenced global history must be stated. For example, *gave impulse to first national revolutions in Spanish America* and *colonies in Spanish America gained courage to fight for freedom* are the same influence expressed in different words. In this and similar cases, award only **one** credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* L'Ouverture failed to return to Haiti; they conquered areas for Spain; Bolívar led the Haitian revolution
- Vague response  
*Examples:* they supplied him; courage was needed; Bolívar was the Liberator; they inspired him
- No response



## Document 7

This is an excerpt from a pledge put forth by the Indian National Congress (INC) on January 26, 1930. It encouraged members of the INC and Indian nationalists to strive for complete independence.

. . . We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. . . .

India has been ruined economically. The revenue derived from our people is out of all proportion to our income. Our average income is seven pice (less than two pence) per day, and of the heavy taxes we pay 20 per cent. are raised from the land revenue derived from the peasantry and 3 per cent. from the salt tax, which falls most heavily on the poor.

Village industries, such as hand-spinning, have been destroyed, leaving the peasantry idle for at least four months in the year, and dulling their intellect for want of handicrafts, and nothing has been substituted, as in other countries, for the crafts thus destroyed.

Customs and currency have been so manipulated as to heap further burdens on the peasantry. British manufactured goods constitute the bulk of our imports. Customs duties betray clear partiality for British manufactures, and revenue from them is used not to lessen the burden on the masses but for sustaining a highly extravagant administration. Still more arbitrary has been the manipulation of the exchange ratio which has resulted in millions being drained away from the country. . . .

Source: Jawaharlal Nehru, *Jawaharlal Nehru: An Autobiography*, John Lane the Bodley Head, 1939

### 7 State *two* ways the British ruined the economy of India based on the excerpt of this pledge used by Nehru.

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the British ruined the economy of India based on this excerpt used by Nehru  
*Examples:* the revenue the British derived from Indians was out of proportion to the Indians' income; unfair tax structure caused Indians to pay more/taxes were high; village industries were ruined; money earned from customs duties was used to support British administrators; manipulation of the exchange ratio resulted in millions being drained from the country

**Note:** To receive maximum credit, two *different* ways the British ruined the economy of India must be stated. For example, *unfair tax structure caused Indians to pay more* and *taxes were high* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* the average income was seven pice; peasants destroyed village industries; revenues from import taxes lessened the burden of the masses
- Vague response  
*Examples:* revenue was derived; they made it worse; it was out of proportion
- No response

## Document 8

This passage was written by Mohandas Gandhi to help explain how India can become free.

. . . EDITOR: Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [offensive] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [proper] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force. . . .

Source: M. K. Gandhi, *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House, 1946

### 8 What contribution did Mohandas Gandhi make to the Indian independence movement according to this document?

#### Score of 1:

- States a contribution Mohandas Gandhi made to the Indian independence movement according to this document

*Examples:* he advocated passive resistance; he encouraged the employment of soul-force; refused to obey unjust laws; he urged people to resist that which they thought was wrong and be willing to suffer the consequences; he discouraged violent resistance by arms

#### Score of 0:

- Incorrect response  
*Examples:* he encouraged armed resistance; used violence to force the government to repeal the law; passive resistance was used to force Gandhi to obey the laws
- Vague response  
*Examples:* resistance; refusal; willing to suffer the consequences
- No response

## Document 9

. . . Campaigns to reform discriminatory laws through nonviolent action—such as the civil rights movements in the United States—are one example of how human rights have been advanced through the use of nonviolent action. More significant, however, has been the remarkable upsurge [rise] in nonviolent insurrections [uprisings] against authoritarian regimes. Many of the individual revolts have received major media attention—such as those in China, the Philippines and Eastern Europe—and certain political consequences of these largely prodemocracy movements have been analyzed. However, there has been little recognition of the significance of the increasing utilization of nonviolent methods to affect change in nations where guerrilla warfare from below or gradualistic reform from above were once seen as the only alternatives. Despite the diffusion of nonviolence as a conscious strategy through movements around the world in recent decades, little is understood about how or why nonviolence works as a technique for securing social change. “Nonviolence” is not even a category in the mainstream academic lexicon [vocabulary]. . . .

Source: Stephen Zunes, “Nonviolent Action and Human Rights,” *Political Science and Politics*, American Political Science Association, June 2000

### 9 What impact did the use of nonviolent action have on global history according to Stephen Zunes?

#### Score of 1:

- States an impact the use of nonviolent action had on global history according to Stephen Zunes  
*Examples:* it has been used in campaigns to reform discriminatory laws; nonviolent uprisings against authoritarian regimes have increased; it advanced the civil rights movement in the United States; it promoted human rights; it encouraged insurrections/revolts against authoritarian regimes in China/Philippines/Eastern Europe; it is increasingly used in nations where only guerilla warfare from below or gradual reform from above were once the only alternatives

#### Score of 0:

- Incorrect response  
*Examples:* there is little recognition of nonviolent methods; little is understood about how/why nonviolence works; it has had little impact on the world
- Vague response  
*Examples:* there were discriminatory laws; they helped; campaigns have occurred
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**January 2009**

**Historical Context:** Throughout history, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci, Toussaint L'Ouverture, and Mohandas Gandhi.**

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

- Describe the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

***Scoring Notes:***

1. This document-based question has a minimum of *six* components (a description of the historical period during which *each* of *two* individuals lived, a major achievement for *each* individual, and the impact of *each* individual's achievement on global history).
2. Two individuals should be chosen from the historical context. If three individuals are discussed, only the first two may be rated.
3. The major achievement of the individual may be different from the one presented in the documents, e.g., da Vinci's painting rather than his study of the human body.
4. The impact of the achievement on global history must be based on the major achievement attributed to the individual.
5. Additional achievements may be included in support of the impact of the individual.
6. The impact of the individual's achievement may be immediate or long term.
7. The type of major achievement and impact attributed to one individual may also be used with a second individual although the specific historical details will differ, e.g., the role of both L'Ouverture and Gandhi in achieving independence from colonial rulers and stimulating other movements.
8. The response may discuss the achievement and the impact of the achievement from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical periods during which each of two individuals lived, describing a major achievement of each individual, and discussing the impact of each individual's achievement on global history
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information) (*L'Ouverture*: connects Enlightenment ideas and the French Revolution's motto of "Liberty, Equality, and Fraternity" to L'Ouverture's fight for independence in Haiti and the expansion of those ideas to subsequent revolutions for independence in Latin America; *Gandhi*: connects British imperialist policies to Gandhi's civil disobedience campaigns and the philosophy of nonviolence to the use of those policies by other leaders to affect social and political change)
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to a major achievement of an individual (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*L'Ouverture*: John Locke, natural rights, French Revolution, Napoleon, social pyramid, enslaved persons, emancipation, Bolívar; *Gandhi*: British colony, ahimsa, satyagraha, partition of British India, Indian National Congress, Salt March, untouchables, harijans, Martin Luther King Jr., civil rights movement)
- 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 all aspects of the task for one individual more thoroughly than for the second individual
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information) (*L'Ouverture*: discusses the role of the French Revolution as part of the cause of the Haitian Revolution and the success of L'Ouverture and discusses the role of the Haitian Revolution in other revolutions; *Gandhi*: discusses British control of India and Gandhi's use of nonviolence to gain Indian independence and the use of his ideas by Martin Luther King Jr.)
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Note:** At score levels 5 and 4, all *six* components of the task should be developed.

*Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1 of the rubric.*

**Score of 3:**

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

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

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least three* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1:**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents *or* consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

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

\*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of create is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

## Leonardo da Vinci

### *Key Ideas from Documents 1–3*

<p><b>Historical Period</b></p> <p><i>Renaissance</i></p>	<p><b>Doc 1</b>—Renaissance—a change from teachings and beliefs of Middle Ages            Man considered as creator            Man seen as the ruler of nature            Emphasis on ability to think and act independently            Praise of man for his ability to think and produce works of art            Exploration and promotion of own personality with man’s awareness of himself            Discovering and editing of ancient texts            Recording of reactions to love, friendship, and nature (Petrarch’s letters)</p>
<p><b>Major Achievement of Individual</b></p>	<p><b>Doc 2</b>—Dissected and studied human corpses            Recorded structure and function of body parts in notebooks  <b>Doc 3</b>—Used art to expand knowledge of anatomy as part of medical science</p>
<p><b>Impact of Achievement on Global History</b></p>	<p><b>Doc 3</b>—Corrections of earlier Galenic errors            Artistic surge for knowledge of anatomy            Contribution to changes in perception of anatomy in medical science</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<p><b>Historical Period</b></p> <p><i>Renaissance</i></p>	<p>Role of Italy            Humanism            Secularism            Questioning of authority            Classicism            Support from patrons            Introduction of revolutionary artistic techniques            Use of the vernacular            Use of realism            Promotion of individualism</p>
<p><b>Major Achievement of Individual</b></p>	<p>Studied and drew animals and plants            Used information gained from dissection in works of art (<i>Vitruvian Man</i>)            Other achievements (inventions, paintings, architecture)</p>
<p><b>Impact of Achievement on Global History</b></p>	<p>Coining of terms <i>universal</i> and <i>Renaissance Man</i>            Connection of scientific reasoning used by da Vinci to Reformation and Scientific Revolution            Impact of da Vinci’s achievements on other artists (perspective, light and shadow, portraits made to reflect personality of the subject)</p>

## Toussaint L'Ouverture

### *Key Ideas from Documents 4–6*

<b>Historical Period</b> <i>Independence for Haiti</i>	<b>Doc 4</b> —Revolt on French island of Saint Domingue (Haiti) in 1791 Exposure of free black soldiers to anticolonial ideas when sent by French to fight in American War of Independence Inspiration from the goals of French Revolution (liberty, equality, and brotherhood) for those seeking independence from France
<b>Major Achievement of Individual</b>	<b>Doc 4</b> —Announced a constitution in 1801 Defeated military force sent by Napoleon <b>Doc 5</b> —Worked to bring liberty and equality to Haiti Rallied black population to unify people in a revolutionary movement
<b>Impact of Achievement on Global History</b>	<b>Doc 4</b> —Inspiration for anticolonial struggles throughout Latin America <b>Doc 6</b> —Success of Haitian Revolution almost entirely result of Toussaint L'Ouverture's leadership Inspiration for the first national revolutions in Spanish America Influence on others to seek emancipation from European imperialism Aid from successors for Bolívar's campaign against Spain Promotion of freedom for enslaved persons in the Five States in Spanish America

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Period</b> <i>Independence for Haiti</i>	Enslavement of thousands of Africans on sugar plantations owned by French planters Horrendous conditions for enslaved persons Oppression of some groups as result of social pyramid in Latin American colonies Contribution of Enlightenment ideas to rebellions Weakening of French/Spanish control over colonies Effect of Napoleonic Era on colonies (natural laws, limited government)
<b>Major Achievement of Individual</b>	Freed slaves in constitution Became a martyr in the struggle for independence in 1803
<b>Impact of Achievement on Global History</b>	Details about later independence leaders (Hidalgo, San Martín) or movements Inspiration of Toussaint L'Ouverture to abolitionist forces/movements



# Mohandas Gandhi

## *Key Ideas from Documents 7–9*

<b>Historical Period</b> <i>Independence for India</i>	<b>Doc 7</b> —Economic ruining of India by British Burdensome taxation, especially on poor Indians Negative impact with destruction of village industries (hand-spinning, crafts) Low income and high unemployment for Indians Manipulation of customs, currency, duties, and exchange ratios by British Imported goods primarily British
<b>Major Achievement of Individual</b>	<b>Doc 8</b> —Secured rights of Indians through passive resistance Used soul-force or self-sacrifice as a way of achieving independence
<b>Impact of Achievement on Global History</b>	<b>Doc 9</b> —Campaigns to reform discriminatory laws through nonviolent action (United States civil rights movement) Use of ideas in other civil rights/pro-democracy movements (China, Philippines, Eastern Europe) Legitimization of nonviolence to bring social change

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Period</b> <i>Independence for India</i>	Disregard by British of Indian culture and religion (Sepoy Rebellion) India—a British colony after collapse of Mughal dynasty Creation of an Anglicized elite by British rule Increase in anger by Indian elite Gandhi—ideas of nonviolence from South Africa’s apartheid policy Leadership of Congress Party Attempts to end imperialism by Congress Party (Amritsar, Salt March)
<b>Major Achievement of Individual</b>	Politicized Hindu concept of ahimsa—respect for life Encouraged Satyagraha (soul-force) Worked to unite the different castes against Britain Fought for rights of untouchables (Harijans—Children of God) Gained worldwide attention to his causes by fasting and boycotts Led the Salt March Became major player in gaining independence for India Worked to promote peace between Hindus and Muslims
<b>Impact of Achievement on Global History</b>	Use of civil disobedience in independence movements (Ghana) Use of Gandhi’s teachings (Martin Luther King Jr., Desmond Tutu, Daw Aung San Suu Kyi) Establishment of legal protection for untouchables Use of modern media as an important force for change Use of nonviolence in South Africa’s antiapartheid movement

Throughout the course of history, numerous individuals have had long-lasting impacts on the world, though precious few have left a positive influence. This quality of impacting society and, indeed, the world for the better can be found in the Renaissance era Italian Leonardo da Vinci and the Imperialist-era Indian Mahatma Gandhi. Though their influence varied from scientific to revolutionary ideals, both left a permanent mark on the world, which have <sup>benefited</sup> (benefitted) the global community ever since.

One individual that made a major world contribution was the artist/inventor Leonardo da Vinci. Living in Italy during the height of the Renaissance, da Vinci was raised in a society that was rapidly beginning to value humanity more and more (doc. 1). Renaissance thinkers and artists believed that humans should focus on the here and now rather than living their lives so that they would get into heaven. Man was supposed to live life to the fullest. While artists of the bygone ~~the~~ medieval age had focused on religious works, the artists of his time were now inspired to create life-like human sculptures with a more realistic look. These artists also favored a realistic approach to their art as opposed to the ancient Greco-Roman concept of the "ideal human." As a result of this artistic influence, da Vinci set out to study the human anatomy at a closer level than virtually anyone since the Islamic Golden Age. Working <sup>covertly</sup> sometimes in a church-based morgue, da Vinci dissected bodies, all the while sketching what he saw, and taking detailed notes on his discoveries (doc. 2). Through years of studying, he became an expert on human anatomy, which ultimately led to his numerous works of art that were some of the most anatomically accurate of his time such as his "Vitruvian Man." This sketch shows <sup>the</sup> accurate structure of muscles

and other body parts and is still respected by the medical field today. Apart from his artistic success, da Vinci also greatly assisted the medical institutions, since his studies were unique, since human dissection was, at the time, controversial and frowned upon by the Church (doc. 3). In any event, da Vinci's studies helped lay the foundation of the present world's medical knowledge. People used da Vinci's drawings as well as information from others including Muslim scientists to correct some of Galen's errors.

A second individual who has left lasting impacts on the world is Mohandas Gandhi. Raised in India and educated in Britain, Gandhi was possibly the single most influential person in India during the last years of British rule; he was cognizant of the traditional Indian values, while aware of the British legal system and government policies. He was, like many other Indians of the time, raised in a society that was not self-determined; Gandhi was part of a caste system that dictated whom one talked to, one's occupation, and the treatment of each person in society. Religion played a large role in every aspect of life. When the British government took over they kept many of India's religious ideas intact, but controlled all political affairs, utilizing local Indian "officials" that were, in reality, puppets of the foreigners; likewise, the British had almost total control over the Indian economy, effectively eradicating the traditional Indian textile industry (doc. 7). Unlike earlier Indian protestors, who attempted to physically oust the British, Gandhi realized that peaceful protest would be much more effective. <sup>(doc. 8)</sup> He developed his ideas of peaceful protest from traditional Indian teachings of ahimsa. A movement quickly built up around him, and as the British military reacted and the Indian people did not physically fight back, the tides turned. With the aid

of the media, nations world-wide witnessed the cruelty that the Indians were faced with, and Britain was suddenly under political assault from other nations. Thus, with the foreign power sought, metaphorically speaking, red-handed, Gandhi's concept of peaceful protest led to the independence of India. His policy lives on to this day, as can be seen in the civil rights movements in nations such as the United States and South Africa (doc. 9). In South Africa Nelson Mandela used Gandhi's ideas of peaceful protest to stage an effective attack against ~~apartheid~~ apartheid at Sharpeville.

There are countless figures who have singlehandedly shaped the course of history and left long-standing global impacts. However, only a small portion of these individuals have left a positive mark on the world. Two such people are Leonardo da Vinci and Mohandas Gandhi. Both aided the people of their time, and their impacts have remained influential to this day.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for da Vinci and Gandhi
- Is more analytical than descriptive (*da Vinci*: Renaissance thinkers and artists believed humans should focus on the here and now rather than living their lives so they would get into heaven; man was supposed to live life to the fullest; *Gandhi*: a movement quickly built up around him and the tides turned; Britain was suddenly under political assault from other nations; with the foreign power caught, his concept of peaceful protest led to the independence of India)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*da Vinci*: artists of his time were more inspired to create life-like human sculptures; these artists favored a realistic approach to their art as opposed to the ancient Greco-Roman concept of the “ideal human”; he set out to study the human anatomy at a closer level than anyone since the Islamic Golden Age; his *Vitruvian Man* shows the accurate structure of muscles and other body parts and is still respected by the medical field today; his studies were unique since human dissection was at the time controversial and frowned upon by the Church; people used his drawings as well as information from others, including Muslim scientists, to correct some of Galen’s errors; *Gandhi*: he was part of a caste system that dictated whom one talked to, one’s occupation, and the treatment of each person in society; when the British government took over, it kept many of India’s religious ideas intact, but controlled all political affairs utilizing local Indian officials, who were in reality puppets of the foreigners; British had almost total control over the Indian economy effectively eradicating the traditional Indian textile industry; unlike earlier Indian protestors, who attempted to physically oust the British, Gandhi realized that peaceful protests would be more effective; he developed his ideas of peaceful protest from traditional Indian teaching of ahimsa; Nelson Mandela used Gandhi’s idea of peaceful protest to stage an effective attack against apartheid at Sharpeville)
- Richly supports the theme with many relevant facts, examples, and details (*da Vinci*: an artist and an inventor; artists of the bygone medieval age had focused on religious works; dissected bodies while sketching what he saw and taking detailed notes on his discoveries; became an expert on human anatomy; *Gandhi*: with the aid of the media, nations worldwide witnessed the cruelty that the Indians were faced with; the British military reacted and the Indian people did not physically fight back; his policy lives on as seen in civil rights movements)
- Demonstrates a logical and clear plan of organization; includes an introduction that states da Vinci and Gandhi left permanent marks on the world that benefited the global community and a conclusion that states only a small portion of individuals have left a positive mark on the world

**Conclusion:** Overall, the response fits the criteria for Level 5. Outside historical and contemporary information is woven together with document information in an analytical discussion that demonstrates a solid understanding of the task. The response effectively discusses the theme by explaining that although their contributions were different, the impacts of both Leonardo da Vinci and Mohandas Gandhi have remained influential.

Over time, there have been some historical figures who have inspired others, changing the course of history and influencing people around the globe for generations to come. Two such figures include Toussaint L'Ouverture and Mahandas Gandhi. Both of these men led revolutions for independence from colonial oppressors, though at different points in history with a different manner of revolt. Toussaint L'Ouverture led the Haitian Rebellion on San Domingo at the end of the 18<sup>th</sup> century. His revolt inspired other such revolts across Latin America. Mahandas Gandhi led a peaceful protest against the British rule of India. His revolutionary use of nonviolence has led to many more nonviolent rebellions and a new option for those wishing to overthrow oppressive regimes.

Toussaint L'Ouverture was an inspiring leader who succeeded ~~to~~ <sup>with</sup> overthrowing French rule in San Domingo and whose actions led to other rebellions for independence in Latin America. Toussaint L'Ouverture lived on the part of the island <sup>of San Domingo</sup> now known as Haiti around the turn of the 18<sup>th</sup> century (late 1700s - early 1800s). At this time, revolutions were springing up across the world. The ideas of Enlightenment writers, such as John Locke, raised ~~the~~ awareness of the need to protect natural rights against bad governments. According to John Locke if governments failed to protect those rights, people had the right to rebel. As is explained in Document 4 "Revolt on the Island of Saint-Domingue, there were many different revolts at the end of the 1700s which inspired L'Ouverture. The success of the American Revolution for Independence exposed L'Ouverture and his followers to anti-colonial ideas. Later the French Revolution and the ideas of Liberty, Equality and brotherhood

inspired L'Ouverture to seek the same for his brothers and sisters on San Domingo. In Haiti many blacks were denied their natural rights and were enslaved to work on the island's sugar plantations. French colonial whites held power over the black majority, leaving many blacks to deal with terrible living and working conditions. L'Ouverture rallied these exploited people and convinced them to unite against the French government. L'Ouverture's major achievement in his life was the success of the Haitian Rebellion, although he did not live to see complete independence. He was captured by Napoleon's troops and died in a French prison. This revolt was the first nationalistic revolt in Latin America to succeed, and the only one led by black slaves. United, his followers were eventually able to overthrow French colonial rule and establish an independent country after his death. This move for independence inspired many ~~other~~ <sup>other</sup> revolts across Latin America and signified the beginning of the end of colonial rule in the Americas, thus greatly changing and influencing world history. As CLR James explains in "The Black Jacobins" (Document 6), Toussaint and his successors inspired and supported many revolts throughout Spanish America. One important independence movement was that of Simon Bolivar in ~~and~~ <sup>and</sup> Grand Colombia. The success of Toussaint's revolt for independence from French rule also had a great influence on other parts of the world, namely Europe and France. First, Napoleon's military worked to put down the Haitian rebellion in the early 1800s. This gave his name more recognition and then it led to Napoleon relinquishing more of his American colonies, the largest of which was the Louisiana Territory, which was sold to the United States in

1803, to concentrate on his wars in Europe. Toussaint L'Ouverture's revolt for independence on San Domingo greatly influenced world history.

Mohandas Gandhi also led a revolt, though at a different time. Gandhi lived in British colonial India in the 20<sup>th</sup> century. As explained by the Indian National Congress in Document 7, British policies in India greatly damaged the Indian economy. Heavy land taxes and salt taxes were the scourge of the peasantry and led to many poor and impoverished people in India. Also, the British cotton ~~and~~ textile factories destroyed village industries, including hand-spinning, leaving the peasantry idle with few handicrafts to support them. Finally, British tariffs & customs duties hurt the ratio of exports to imports, further damaging the Indian economy with an unfavorable balance of trade. Mohandas Gandhi's major achievement was his leadership of a peaceful protest against <sup>British</sup> oppressive rule. Gandhi's explanation of his nonviolent approach to revolution is detailed in Document 8, where he explains how, through peaceful protest, one uses a soul-force, and sacrifices <sup>of</sup> one's self, rather than sacrificing others. This soul-force, called Satyagraha, inspired many, thousands, to peacefully rebel against British rule. Peaceful movements included the Salt March, where Gandhi and thousands of followers marched many miles across India to protest the salt tax. Gandhi also inspired the homespun movement as another act of peaceful protest, asking people to use their own homespun cloth rather than British manufactured textiles. This boycott of British goods also hit Britain economically and helped to end British colonial rule. Gandhi's new form of nonviolent rebellion has inspired many other nonviolent revolts. As Stephen Zunes explains in "Nonviolent Action and Human Rights"



(Document 6), many moves to reform discriminatory laws and social boundaries have come through nonviolent movements, which were largely inspired by Gandhi. Oddly, both the Haitian Revolution and Gandhi's acts of nonviolence affected the history of the United States. The Haitian Revolution resulted in the United States gaining the Louisiana Territory and the use of Gandhi's ideas helped African Americans gain equal rights. Martin Luther King, Jr. called for passive resistance against unjust laws that discriminated against the black population in the United States. Gandhi's acts of nonviolence have changed global history in this way.

Mahandas Gandhi and Toussaint L'Ouverture both led revolts that inspired change throughout the world and have greatly influenced the course of global history. Toussaint L'Ouverture led the Haitian revolt in the 1790s, inspiring other nationalistic revolts throughout Latin America. Gandhi led a peaceful protest against British rule in India, thus opening a new possibility for rebellion. Both Gandhi and Toussaint have changed history, and now, as a part of history, we may learn of their great influence.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for L'Ouverture and Gandhi
- Is more analytical than descriptive (*L'Ouverture*: rallied the exploited people and convinced them to unite against the French government; French Revolution and ideas of liberty, equality, and brotherhood inspired him; *Gandhi*: his revolutionary use of nonviolence has led to many more nonviolent rebellions and a new option for those wishing to overthrow oppressive regimes; heavy land taxes and salt taxes were the scourge of the peasantry in India; believed in the use of soul-force and sacrifice of oneself; moves to reform discriminatory laws and social boundaries have come through nonviolent movements inspired by Gandhi)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*L'Ouverture*: ideas of Enlightenment raised awareness of the need to protect natural rights against abusive governments; according to John Locke, if governments failed to protect these rights, people had the right to rebel; French colonial whites held power over the black majority, leaving many blacks to deal with terrible living and working conditions; he was captured by Napoleon's troops and died in a French prison; this revolt was the first nationalistic revolt in Latin America to succeed and the only one led by black slaves; his followers were eventually able to overthrow French colonial rule and establish an independent country after his death; Bolívar led a successful independence movement in Gran Colombia; Napoleon relinquished more of his American colonies, the largest of which was the Louisiana territory; *Gandhi*: British policies in India greatly damaged the Indian economy; British tariffs and customs duties hurt ratio of exports to imports, further damaging the Indian economy with an unfavorable balance of trade; satyagraha inspired many to rebel against British rule peacefully; he inspired the Salt March and also the Homespun movement, which asked people to use their own homespun cloth rather than British manufactured textiles; boycott of British goods also hit Britain economically and helped end British colonial rule; Martin Luther King Jr. called for passive resistance against unjust laws that discriminated against the black population in the United States)
- Richly supports the theme with many relevant facts, examples, and details (*L'Ouverture*: actions inspired other revolts across Latin America; overthrew French rule in San Domingo; success of the American Revolution exposed him and his followers to anticolonial ideas; *Gandhi*: led a peaceful revolt against the British; British textile factories destroyed village industries, including hand-spinning)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how both L'Ouverture and Gandhi led revolutions for independence from colonial oppressors with different manners of revolt and a conclusion that summarizes their achievements

**Conclusion:** Overall, the response fits the criteria for Level 5. Although the response is fairly reliant on document information, it clearly discusses how L'Ouverture and Gandhi used the economic exploitation of Haiti and India to achieve independence in their respective countries. Connecting the effects of each revolution to events in the United States shows a good understanding of the impact of these individuals and adds to the narrative's effectiveness.

Throughout history, drastic changes have taken place, some all at once, some gradually over time. The ways of thinking have changed, and more knowledge has been secured. However, many of these changes have taken place, or grown from, <sup>through history</sup> someone. Individual people have changed history, one of them being Leonardo da Vinci, another Mohandas Gandhi.

During the Renaissance, the "rebirth" of culture and art, Leonardo da Vinci participated with the many artists and scientists who are still known today for extraordinary achievements and discoveries. The achievements of Greece and Rome were an inspiration for many Italian artists because the art and architecture left behind from the Roman Empire was a reminder of man's potential. The Renaissance artists saw these examples and pushed to achieve their level and more. As both an artist and scientist, da Vinci took interest in the human body. During his time, people reasoned for themselves, and praised their own ability to act and think for themselves (Doc 1). Leonardo was an artist, and as he began to reason and think with the others of his era, studied the human body, which he did by cutting open human corpses and accurately drew what he observed (Doc 2) He spent hours and long periods of time recording how the body really looked and how it functioned (Doc 3) which also served to aid medical scientists in their understanding of the body. This achievement of his led to a much fuller comprehension of the body. Without his efforts, medical science at this time possibly could not have advanced at the pace that it did. da Vinci's drawings

helped lead people to reconsider the accepted medical knowledge of the time. Galen, a Greek doctor, made major mistakes about anatomy that were proven incorrect with the medical field's use of Da Vinci's dissections. This proved that the Renaissance thinkers not only used the teachings of earlier times but could also expand on and correct them. Perhaps these discoveries would have been made much later and medical science would have had to wait to find out the truth.

Mohandas Gandhi was another individual who greatly impacted history. During his time, his native India was still a colony of Britain. Many people were looking to end the rule of the British. The Sepoy Mutiny, where Indian soldiers, or sepoys, outraged at the idea of the use of cow and pig grease on their cartridges, which was against their religions Hinduism and Islam, rebelled against the commanding British. The rebellion was quickly put down, and proved that not only would the British openly disrespect their religion but that violence would not work. Another example of British disrespect of Indian rights was the Amritsar Massacre, where a large gathering of people were fired upon by the British soldiers, leaving nearly 400 dead and about 1,200 injured, convinced many people that India needed independence.

Gandhi's policies of nonviolence, civil disobedience, and passive resistance, were what brought India its freedom. Thousands were jailed and beaten as they openly broke and ignored the

laws they considered unjust. Boycotts of British-made goods damaged Britain's economy. The Great Salt March, where Gandhi led thousands of followers to the sea to collect sea water and make salt from the residue left behind from the evaporated water, commanded the attention of many, especially as many of the protesters were jailed for making salt, because the law stated they had to buy British salt.

Gandhi's efforts paid off as the British finally granted India its independence. His nonviolent tactics had attracted widespread attention. After Gandhi's successful campaign, the use of nonviolence increased (doc 9). Many colonies made use of the valuable lesson Gandhi was able to give, a new alternative to change the way things were. These methods led to India's independence. Unfortunately, disunity and strife continued within India, as now the Hindu majority and Muslims clashed. Gandhi tried to use his nonviolent methods including a hunger strike to stop the fighting but they failed. Eventually India and Pakistan were formed as separate countries. However, if Gandhi had not taken these actions, India would have remained under British rule for years to come, and could ~~not~~ even possibly have still been under their control today.

Undoubtedly, there are countless people who have helped shape the world we live in today by changing history. These achievements have meant advancement in political, social and economic ways. It is true that these changes

would have probably come one way or another, through the work of one person or many. These people, including Leonardo da Vinci and Mohandas Gandhi, have changed the lives of people whose time they lived in and consequently, ours, however indirectly it may be. Without their achievements, history could have gone down a different path.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for da Vinci and Gandhi but discusses Gandhi more thoroughly than da Vinci
- Is both descriptive and analytical (*da Vinci*: as both an artist and a scientist, he took interest in the human body; during the Renaissance, people reasoned for themselves and praised their own ability to act and think; his work served to aid medical scientists in their understanding of the body; his drawings helped lead people to reconsider the accepted medical knowledge of the time; Galen made major mistakes about anatomy that were proven incorrect with the medical field's use of da Vinci's dissections; *Gandhi*: many people in India were looking to end the rule of the British; his policies of nonviolence, civil disobedience, and passive resistance were what brought India its freedom; his nonviolent tactics had attracted widespread attention)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*da Vinci*: the Renaissance was the rebirth of culture and art; achievements of Greece and Rome served as inspiration for Italian artists; art and architecture from the Roman Empire was a constant reminder of man's potential; proved Renaissance thinkers could not only use the teachings of the classical world but could also expand on and correct them; *Gandhi*: Indian soldiers or sepoys, outraged at the idea of the use of cow and pig grease on their cartridges, which was against their religions of Hinduism and Islam, rebelled against the British; the Amritsar Massacre, where a large gathering of people were fired upon by the British soldiers leaving nearly 400 dead and about 1200 injured, convinced many people that India needed independence; thousands of Indians were jailed and beaten as they openly broke and ignored the laws they considered unjust; boycotts of British goods damaged Britain's economy; many of the protestors in the Salt March were jailed for making salt because the law stated they had to buy British salt; disunity and strife continued within India as the Hindu majority and Muslims clashed; Gandhi used a hunger strike to stop the fighting, but it failed and India and Pakistan were formed)
- Supports the theme with relevant facts, examples, and details (*da Vinci*: cut open human corpses and accurately drew what he observed; spent long periods of time recording how the body really looked and how it functioned; *Gandhi*: India was a colony of Britain)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions ways of thinking have changed and more knowledge has been secured because of individuals and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Although overstatements about the impact of da Vinci's and Gandhi's achievements somewhat weaken the response, the overall discussion of the Renaissance demonstrates a good understanding of the contributions of da Vinci's achievement. The use of both descriptive and analytical statements and the degree of integration between outside and document information is consistent with a Level 4 paper.

Throughout history, many individuals have made major impacts on the world. Many impacts have been great achievements, worth earning the Nobel Peace Prize. Other impacts have not been so welcome, but have changed world history nonetheless. Mohandas (Mahatma) Gandhi and Leonardo da Vinci have both made major impacts on the world; their achievements were for the better.

Leonardo da Vinci had many achievements that furthered the world. da Vinci lived in the Renaissance. As said in Document 1, it was a big change from the medieval period. In the so called Dark Ages, men were consumed with the obsession of making themselves pure and worthy of God. This resulted in obsession with the afterlife; it brought about few achievements, and some unhappy people thinking they could never be good enough for the grace of the Lord. The Renaissance, however, was a new age. Man became boastful and if anything, overconfident in man's superiority. As said in Doc. 1, "Renaissance men were much more intrigued with exploring and indeed parading, their own personalities. They were concentrating on themselves and not the afterlife."

Leonardo had many achievements. Among the cornucopia, his achievements in anatomy contributed to many other accomplishments in the field of science. As said in Document 2, da Vinci, under Verrocchio's



apprenticeship, studied anatomy. His dissections of human corpses led him to very accurate conclusions. As said in doc. 3, da Vinci's detailed notes on his dissections led other scientists to correct Galenic anatomical errors. His studies have obviously helped the scientific field of understanding about the human body as well as helping the medical field deal with the body's problems. His study of anatomy also improved his greatness as a sculptor and a painter. da Vinci's well known artistic achievements (i.e. Mona Lisa, Last Supper, Vitruvian Man, Madonna on the Rocks), stemmed from his full understanding of the human body.

Da Vinci was a true Renaissance man. Besides his extensive artistic and anatomical achievements, he also studied botany & zoology. He also made the first air plane blueprint in his notebook, along with many other achievements and works besides. Da Vinci greatly impacted global history for the better.

Mohandas (given the name Mahatma, meaning great soul) Gandhi also greatly impacted the world for the better. Namely, his achievement was helping win Indian independence from Britain, but it was his method of achievement that made an impact. Gandhi introduced peaceful protests to India. As said in document 8, Mohandas Gandhi wanted passive resistance, "a method of securing rights by personal suffering." Gandhi's achievements took place at the time of British occupation of India. As

said in document 7, India was undergoing many hardships because of the occupation. The taxes were incredibly harsh and unjust; namely the salt tax was increasingly hard on the peasantry. Another hardship the Indians had to deal with was the loss of traditional customs and ideas. Indians were taught to act, dress, and talk like the British.

Gandhi's achievement, passive resistance, comes into play on so many levels. For a start, Gandhi reacted to the harsh salt tax by undergoing the salt march. An incredibly long journey with the goal of reaching a location for the Indians to make salt themselves. Gandhi was followed by an increasing number of followers on his march. Nonviolent protest was shown to be highly effective, as the British arrested Gandhi but they could not force his followers to stop and the movement for independence continued.

Gandhi's achievement had a huge impact on the globe. As said in document 9, a "remarkable upsurge [rise] in nonviolent insurrections [uprisings] against authoritarian regimes," has resulted from Gandhi's efforts. Gandhi succeeded in winning India's freedom from the British, and should have won the Nobel Peace Prize for his practice of passive resistance. His belief has been used in many efforts for independence; namely Martin Luther King Jr.'s journey for equality for blacks in the United States, as well as Nelson Mandela's early use of it in trying to end apartheid in

South Africa. Passive resistance has seemed to be the best course of action because it often receives major media attention and sympathy as well as resulting in very little the oppressor can do about it because the party is not striking out.

In conclusion, Mohandas Gandhi and Leonardo da Vinci have both made major achievements on the world. Gandhi through his use of passive resistance and da Vinci through his scientific achievements, which resulted in his spectacular works of art. Both have furthered global advancement, either through science or politics.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for da Vinci and Gandhi
- Is both descriptive and analytical (*da Vinci*: man became boastful and overconfident in his superiority; his achievements in anatomy contributed to many other accomplishments in the field of science; his dissections of human corpses led him to very accurate conclusions; his findings helped the medical field deal with the body's problems; his study of anatomy also improved his greatness as a sculptor and painter; *Gandhi*: India was undergoing many hardships because of the British occupation; Indian taxes were incredibly harsh and unjust, namely the salt tax; nonviolent uprisings spread to areas with authoritarian regimes; nonviolent action often receives major media attention)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*da Vinci*: in the so-called Dark Ages, men were consumed with the obsession of making themselves pure and worthy of God; obsession with the afterlife brought about few achievements; his well-known artistic achievements such as the *Last Supper*, *Vitruvian Man*, *Madonna on the Rocks*, and *Mona Lisa* stemmed from his full understanding of the human body; he was a true Renaissance man; *Gandhi*: Indians had to deal with the loss of traditional customs and ideas; Indians were taught to act, dress, and talk like the British; Salt March was an incredibly long journey with the goal of reaching a location for the Indians to make salt themselves; an increasing number of followers joined the Salt March; nonviolent protest was shown to be highly effective as the British arrested Gandhi but could not stop his followers, and the movement for independence continued; journey of Martin Luther King Jr. for equality for blacks in the United States; Nelson Mandela's early use of nonviolence in trying to end apartheid in South Africa)
- Supports the theme with relevant facts, examples, and details (*da Vinci*: the Renaissance was a big change from the medieval period; detailed notes on his dissections led other scientists to record and correct Galenic anatomical errors; Renaissance men concentrated on themselves and not the afterlife; *Gandhi*: helped win Indian independence from Britain; helped introduce peaceful protest to India; wanted passive resistance)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that mentions the major achievements of da Vinci and Gandhi

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the depth of analysis is not extensive, good details about the historical periods effectively set the stage for the discussion of the achievements of both da Vinci and Gandhi. The connection of da Vinci's research in anatomy to his creation of major works of art reveals a good understanding of his impact on global history.

Throughout history it has been proven that the power of an individual can change and shape the world. Sometimes the spirit and perseverance of a single person influences history more than a whole group of determined people. During the Renaissance and the peaceful Indian rebellion against British Imperialism there was a person who has grown into a poster child for that event in history. In the Renaissance there was the artist and scientist named Leonardo da Vinci, and during British colonialism of India there was the self-sacrificing Mohandas Gandhi. Although both of these men were important to history in their own way, Da Vinci took on the world through an artistic viewpoint.

During the time period known as the Renaissance humanism was flourishing. As stated in document one this was the hour of history where man began to value their own worth as creators. God was still worshiped, but sins were feared less, as humans discovered the impact they could impose on the Earth. One of the men who represented such recognition in his artwork was Leonardo da Vinci. With such works as the Mona Lisa and Madonna on the Rocks he brought out the human spirit through the lifelike qualities in these works of art. Da Vinci's impact on the world was not only in the artistic sense, however. In his personal diaries and sketchbooks he would draw models of invention ideas he

had, some as modern as what appears to be a primitive helicopter. His interest in science and the anatomy of the human body as shown in document 2 led Da Vinci to dissect cadavers and sketch the inside of the body. These drawings made a large impact on the medical field. Through these sketches of Da Vinci's, doctors were able to see the logistics of the human skeleton, muscular systems, and organs and make connections to the medical books they might have been previously using, as stated in document 3. The climate of the Renaissance provided the incentive to challenge previously accepted ideas of anatomy. Da Vinci was willing to ignore the teachings of the Church and take risks to satisfy his curiosity. Future doctors not only used da Vinci's sketches to further medical knowledge, but it was da Vinci's spirit and perseverance that motivated them to experiment and make their own discoveries. While da Vinci used art and science to impact the world, Mohandas Gandhi took it upon himself to change it in a political way.

India was highly sought after and prized during the age of European Imperialism. Because of its vast natural resources it was referred to as the "Jewel in the Crown" of the British Empire. For these and other reasons Britain was unwilling to let this ~~colony~~ colony go after World War I. Under British rule the Indians were economically suffering. As referred to in document seven local industries and businesses had been shut down. Some natives felt their customs had been ignored and ridiculed

by their Imperialist captors during the Sepoy Rebellion. Things were spiraling downward for the Indians which made the Independence Movement grow in strength. Mahandas Gandhi, who was referred to as the Mahatma, or "Great Soul," taught the people of India how to nonviolently protest. Instead of rioting and violently fighting the British, he told the people to peacefully not obey unjust laws. When they were beaten or violently abused, Gandhi simply told them to sacrifice themselves and accept the consequences as seen in document eight. Gandhi served as an example of non-violent protest to future revolts. In places such as China, the Philippines, and Eastern Europe pro-democracy movements used Gandhi's methods including boycotts and hunger strikes to further their goals, as stated in document nine. His example of civil disobedience was sometimes used successfully, as in South Africa and in other places, it was unsuccessful, as in China. Even now, decades after he passed away people still look to his teachings and model of civil disobedience for ideas on how to change their government.

An impact on the world today, or even the world hundreds of years from now, does not have to be done by a group of people. As shown by Mahandas Gandhi and Leonardo da Vinci, an individual can shape the world and how we live in it.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for da Vinci and Gandhi
- Is both descriptive and analytical (*da Vinci*: men began to value their own worth as creators as they discovered the impact they could impose on Earth; with his sketches, doctors were able to see the logistics of the human skeleton, muscular systems, and organs and make corrections to the medical books; future doctors not only used his sketches to further medical knowledge, but it was his spirit and perseverance that motivated them to experiment and make their own discoveries; *Gandhi*: his ideas served as an example in places such as China, the Philippines, and Eastern Europe where pro-democracy movements included boycotts and hunger strikes; his example of civil disobedience was sometimes used successfully as in South Africa, and in other places, it was unsuccessful as in China)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*da Vinci*: humanism flourished during the Renaissance; artwork, including the *Mona Lisa* and *Madonna on the Rocks*, brought out the human spirit through its lifelike qualities; the climate of the Renaissance provided the incentive to challenge the previously accepted ideas of anatomy; willing to ignore the teachings of the Church and take risks to satisfy his curiosity; *Gandhi*: India was highly sought after and prized during the age of European imperialism; India was the “Jewel in the Crown” of the British Empire; Britain was unwilling to let India go after World War I; some natives felt that their customs had been ignored and ridiculed by their imperialist captors during the Sepoy Rebellion)
- Supports the theme with relevant facts, examples, and details (*da Vinci*: dissected cadavers and sketched the inside of the body; *Gandhi*: India was suffering economically under British rule; local industries and businesses were shut down; taught the people of India how to protest nonviolently; told the people not to obey unjust laws and accept the consequences)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the spirit and perseverance of a single person can sometimes influence history more than a whole group of determined people and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the connection between da Vinci’s artwork and his scientific achievements is somewhat weak, strong analytical statements regarding da Vinci’s achievement and the connection to the Renaissance demonstrate a good understanding of this period. The response also demonstrates a clear understanding of the period of history of India that leads to Gandhi’s efforts. Outside information is effectively integrated throughout the discussion of the historical periods in which the two men lived.



---

## Anchor Paper – Document-Based Essay—Level 3 – A

---

History is the study of the Past and how it effects the future or Present. However history is not just a series of events, but people or groups of people that make those events possible, and who often effect our world today. History is also comprised of time periods that revolve around a certain subject or struggle, two of which are the renaissance and the global struggle for human rights. The leaders or outstanding figures of which are Mohandas Ghandi and Leonardo da Vinci. But what made these two figures so great was not their struggles and ideas at their existance (although very important) but was what long lasting impact their actions and ideas had on people of the future. Events and ideas of today's world are mostly based on the work of people in previous times so to understand what happens today, you have to understand what happened yesterday.

The renaissance, a time of great minds and flourishing ideas. Man began to look at the world not so much from a spiritual angle, but from a scientific and logical angle. People began to wonder what was beyond their front door and even beyond their earth. There are many ways to describe the renaissance and there are many things that the renaissance contributed to today's world, however one of the more important things that the renaissance contributed to history was Leonardo da Vinci. Leonardo da Vinci was considered what people call today a "Renaissance man." He had knowledge in all aspects of life and knew what made things tick. He is attributed with such designs such as the scuba diving mask, and the basis for what today is the airplane. Da Vinci was also a great mind in the field of medicine. He dissected human cadavers and successfully drew sketches of the human skeletal system. He developed new ideas on how to treat medical disorders.

and performed one of the first open bodied surgeries recorded in history. As many as 98% of Da Vinci's designs were the basis for things that ~~used~~ are used in different fields all around the world today, one of which, the submarine is used in fields such as exploration and in the military. Da Vinci is credited with over 1000 designs and is an essential figure in history and in making the modern world what it is today.

But the fields of invention and exploration are not the only ones that yielded brilliant minds, the age of the global struggle for human rights also produced some of the greatest social leaders of all times, the main, and most widely known figure is Mohandas Ghandi. Ghandi is world renowned for leading his people to freedom against the ~~oppressive~~ ~~oppressive~~ oppressive British rule through passive resistance. He lead millions to freedom without firing a single gunshot or taking part in a single fight, he just took his basic birth rights and pushed them to the limits until he achieved independence for India. However Ghandi was not always a nonviolent civil rights leader, he first started off as a prominent Indian lawyer who faced social Unsubversions Solwey, based on his ethnic background. He then took on a life of fasting and went on a journey to try to achieve social equality for all people in India. But Ghandi didn't just free people in India, but people around the world. When countries and colonies around the world such as Aung San Suu Kyi's struggle in Myanmar got word of Ghandi nonviolent passive resistance they too took what they were given and looked to achieve equality. Mohandas

---

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

---

Ghandi is not just looked at as an Indian looking to free his people but a leader responsible for nonviolent revolutions around the world, some still even to this day.

Both Ghandi and Da Vinci are great minds in history that not only influence the people of their time but the globe today. Not only did they change the time for the people in their generation but they changed the world as we know it and greatly influenced what it is today. Their achievements in the past effect decisions made by leaders today and make the good things in life possible. It takes only two men to cover many ideas and to ~~achieve~~<sup>achieve</sup> things that are the basis for basic life today.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with little depth for da Vinci and Gandhi
- Is more descriptive than analytical (*da Vinci*: the Renaissance was a time of great minds and flourishing ideas; man began to look at the world not so much from a spiritual angle but from a scientific and logical angle; had knowledge in all aspects of life and knew what made things tick; *Gandhi*: is world renowned for leading his people to freedom against the oppressive British rule; led millions to freedom without firing a single gunshot or taking part in a single fight; achieved independence for India); includes weak and faulty application (*da Vinci*: developed new ideas on how to treat medical disorders and performed one of the first open-bodied surgeries recorded in history; as many as 98 percent of his designs were the basis for things that are used in different fields around the world)
- Incorporates some relevant information from documents 1, 2, 7, 8, and 9
- Incorporates limited relevant outside information (*da Vinci*: considered what people call today a “Renaissance man”; *Gandhi*: used fasting to try to achieve social equality for people in India; his influence was seen in Myanmar when they used passive resistance)
- Includes some relevant facts, examples, and details (*da Vinci*: dissected human cadavers and successfully drew sketches of the human skeletal system; *Gandhi*: used passive resistance)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that describe da Vinci and Gandhi as having both immediate and long-lasting impacts

**Conclusion:** Overall, the response fits the criteria for Level 3. Using the overall achievement of da Vinci’s designs and sketches is acceptable; however, the overgeneralizations about the impact of these designs weaken the response. Outside information and the inclusion of some analytical statements support a good discussion of Gandhi.

Throughout all of time, nations around the world have gathered support and achieved independence from colonial rulers. During both exploration and imperialism, many Western European nations expanded their territory by obtaining colonies as sources of raw materials, manual labor, and new markets. After westerners created much discontent, natives were ready to revolt. Through the leadership of Toussaint L'Ouverture in Latin America and Mohandas Gandhi in India, independence movements succeeded in freeing the colonies and leaving a powerful influence around the world.

Toussaint L'Ouverture led a Haitian revolt that eventually led to Haiti's independence. At the time, Haiti, along with the majority of Latin America, was under the control of Western Europeans. In Haiti, the French had dominated both politically and economically. At this time, the Americans were fighting for their independence from Britain. After allying with the Americans,

The French sent many black soldiers to the Americas. While there, the soldiers were exposed to anti-colonial ideals and the notions of freedom and equality. (Document 4). The new ideas were brought back to Haiti and served as an inspiration in the Haitian Revolution. As Document 5 states, Toussaint L'Ouverture gathered many blacks and Haitians citizens to fight together in hopes of achieving independence. Under his leadership, Haiti successfully fought for and achieved their independence. However, Haiti's success was not only felt on the island. As seen in Document 6, smaller Latin American countries were inspired to also revolt for their independence. People such as Simon Bolivar for example later lead his nation to independence. After the Haitian Revolution, ideals of equality, freedom, nationalism, and independence spread, all eventually leading to the decline of many colonial empires.

In addition, Mohandas Gandhi also led an independence movement. At the time, India was under the rule of the British. The British imposed many new economic policies that benefitted them but hurt the native Indians. As stated in Document 7, the British heavily taxed the land and salt which left many peasants drowned in poverty. Especially, the tax on salt was an extremely ~~heavy~~ heavy burden because salt was used as a preservative for foods. Also, traditional jobs in the textile industry were destroyed leaving many unemployed. After the economic hardships and spreading ideas of freedom ~~and~~ and nationalism spread, Indians were ready to fight for their independence. Under the leader of Mohandas Gandhi, a new movement was started. As seen in Document 8, he started the movement of satyagrah, or nonviolence. Also, known as civil disobedience, Gandhi gathered many supporters and fought for

independence without the use of weapons, targeting the salt tax, Gandhi led many on the Salt March protesting and boycotting British goods. Also, Document 9 presents the lasting influence of Gandhi's ideas.

Nonviolent revolts are an active and major role in many human rights movements. Unfortunately, using weapons is still the main force in revolts. Despite this, Gandhi's movement eventually led to the independence of India. However, consideration must be taken when analyzing this issue. Gandhi's independence movement definitely possessed both power and momentum but Britain was not at its top potential either. India was trying to gain its independence from a nation that had just fought two world wars and was heavily in debt. They could not afford another colony. This all facilitated India's independence movement.

Moreover throughout all of time, colonies have garnered support and gained their independence. Leaders



like Toussaint L'Ouverture in Haiti and Mahatma Gandhi in India led their nations to independence. Both independence movements held much power and left ~~an~~ influential ideals outside of their regions. The ideas of nationalism, equality, and freedom spread worldwide and proved to be a motivating factor in breaking away from European control. Nonviolent movements also flourished long after Gandhi's movements and in areas way outside of India.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with little depth for L'Ouverture and Gandhi
- Is more descriptive than analytical (*L'Ouverture*: Haiti, along with the majority of Latin America, was under the control of western Europeans; black soldiers sent to America were exposed to anticolonial ideals and notions of freedom and equality, which served as an inspiration for the Haitian Revolution; ideals of equality, freedom, nationalism, and independence spread and eventually led to the decline of many colonial empires; *Gandhi*: British imposed many new economic policies that benefited them but hurt the native Indians; British heavily taxed the land and salt, which left many peasants drowned in poverty; gathered many supporters and fought for independence without the use of weapons; nonviolent revolts play an active and major role in many human rights movements; his independence movement possessed both power and momentum)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Gandhi*: the tax on salt was an extremely heavy burden; nonviolence is also known as civil disobedience; led many on the Salt March protesting and boycotting British goods)
- Includes some relevant facts, examples, and details (*L'Ouverture*: he gathered many blacks and Haitian citizens to fight together in hopes of achieving independence; Bolívar later led his nation to independence; *Gandhi*: India was under the rule of the British; traditional jobs in textile industry were destroyed, leaving many unemployed; started the movement of soul-force or nonviolence; his movement led to the independence of India); includes a minor inaccuracy (*L'Ouverture*: smaller Latin American countries revolted for independence)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects native reaction to imperialism as a reason for independence movements and a conclusion that summarizes the impacts of L'Ouverture and Gandhi

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of L'Ouverture relies heavily on document information. Accurate but limited outside information is employed to discuss the economic difficulties of Great Britain. A comparison of the imperialist policies that existed in both Haiti and India adds to the response.

---

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

---

When people make an impact it is remembered throughout history. Leonardo Da Vinci and Mohandas Gandhi both made major impacts on global history. With their studies and the actions they took, these two men helped shape the world that we are living in today. Leonardo Da Vinci made contributions to the world, one of which was the study of the human body. Mohandas Gandhi is the reason for the spread of peaceful protest.

Leonardo Da Vinci was a scientist and artist during the time of the Renaissance, or rebirth. Document 1 describes the difference between the middle ages and the Renaissance art. The major difference was that Renaissance artists were more interested in discovering themselves, Da Vinci literally did just that. Document 2 shows how Da Vinci spend hours, and days studying all aspects of the human body. He carefully and patiently drew pictures of the anatomy of a human being. In addition to Da Vinci's studies of the body he was also a very skilled artist. Da Vinci was the first person to sketch and think up the concept of an airplane. Da Vinci was a very ~~uneducated~~ intellectual man who by his curiosity of many things made contributions that enormously affected ~~our lives~~ ~~through~~ people's lives throughout history and to this day.

Mohandas Gandhi was a peaceful man and a

Very important figure in history. Gandhi lived in the 1900s and was very influential. Document 7 describes the big things that Britain had done to India. India was a British colony for a long time because India had great resources like cotton. The document describes how the British imposed high taxes and the peasant class was ~~depressed~~ <sup>struggling</sup> because of the destroying of village craft institutions. The Indian economy and social structure was going downhill so somebody needed to put a stop to it. This is where Gandhi steps in. In document 8 Mohandas Gandhi describes the ~~meaning~~ meaning of passive resistance. It is to protest with personal suffering, not with violence. Gandhi traveled throughout India leading hunger strikes and protests. Gandhi gained a large following. The British tried to suppress Gandhi's ways of protests by putting him in jail but it failed. As Gandhi's following got larger and larger it eventually led to India gaining its independence from Britain. This was a major contribution to history.

Leonardo da Vinci and Mohandas Gandhi did not just influence people in their own societies they influenced people all around the world. Document 3 states how da Vinci's work and study of anatomy led to the attempts to link medicine to the human body. This is a milestone in history because people were beginning to understand their bodies.

in a greater way, people could also see the flaws in human anatomy. Mohandas Gandhi also influenced the world. Document 9 talks about how Gandhi sparked the civil rights movement in the United States and the peaceful movements in places such as Eastern Europe and China. Mohandas Gandhi's principles are used greatly today. Many people protest all around the world. ~~Whether~~ Whether it is for animal rights, or anti-war people use passive resistance and protest greatly. Mohandas Gandhi and ~~the~~ Leonardo da Vinci influenced and sparked thinking in the world.

Leonardo da Vinci and Mohandas Gandhi both made major impacts on global history. Da Vinci showed the world the human anatomy and many other great things with his studies. Mohandas Gandhi showed nations a different type of revolt and fighting instead of the guerilla warfare that was practiced. These two men left an imprint on history which will last forever.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth for da Vinci and Gandhi
- Is more descriptive than analytical (*da Vinci*: the major difference between the Renaissance and the Middle Ages was that Renaissance artists were more interested in discovering themselves; drew pictures of the anatomy of a human being; his hard work and study of anatomy led to attempts to link medicine and the human body; *Gandhi*: was a peaceful man; passive resistance is to protest with personal suffering not with violence; Indian economy was going downhill under the British; the civil rights movement in the United States and peaceful movements in Eastern Europe and China were sparked by his work)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*da Vinci*: Renaissance was a time of rebirth; *Gandhi*: India was a British colony for a long time because it had great resources like cotton; traveled throughout India, leading protests; British tried to suppress Gandhi by putting him in jail but it failed; people use passive resistance for animal rights or antiwar protests)
- Includes some relevant facts, examples, and details (*da Vinci*: was a scientist and artist during the Renaissance; spent many hours studying all aspects of the human body; *Gandhi*: British imposed high taxes on India; the peasant class was struggling because of the destruction of village crafts; Gandhi's following got larger and larger and eventually led India to its independence); includes a minor inaccuracy (*Gandhi*: leading hunger strikes)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that mention the impacts of da Vinci and Gandhi

**Conclusion:** Overall, the response fits the criteria for Level 3. While most of the response depends on information from the documents, the discussion is successful when it focuses on Gandhi's impact on later protest movements. Limited, well-placed references to outside information demonstrate an understanding of the task.

Throughout history individuals have made major contributions to the world. Some have changed the world in a scientific way and others changed it politically. Some of these individuals are Leonardo Da Vinci and Mohandas Gandhi.

Leonardo Da Vinci lived during the Renaissance. He is considered a Renaissance man because he was very skilled in science, math and art. The Renaissance was a time of great change and development. Document 2 shows one of the many scientific developments made during the Renaissance, and one of Leonardo's greatest achievements. He developed a very accurate picture of a human's anatomy. Document 3 discusses the changes that Leonardo's achievement had on the world. He set up the base that other scientists, such as Pollaiuolo and Verrocchio developed upon. Without Leonardo the recording of Galenic anatomical errors would have

never been discovered. Leonardo pioneered the way scientists study the structure of humans.

Ghandi lived in a time when India was under control of Britain. Jawaharlal Nehru's Autobiography describes how India was treated unfairly. Ghandi had a different way of making changes to the government. His ways are shown in Document 7. He believed in non-violence and self-sacrifice. When he disagreed with a law he wouldn't follow it, and he would accept the consequences. Ghandi's ways not only gave India freedom, but they changed the world. His way of non-violent was shown in many other social revolts. An example of revolts is Tienan Square in China. Students revolted against the government. When troops were sent <sup>to the square</sup> and students were shot, the students still weren't violent. Ghandi's ways helped them prove their ideas to the government.

Davinci and Ghandi both made



achievements that changed the world.

Da Vinci lived in a time of great change, but he still stood out above the rest with his achievements.

Ghandi lived in a time of hardship for his country, but rose above and developed a new way of protesting. Both men had a huge effect on the world.

Anchor Level 2-A

**The response:**

- Minimally develops all aspects of the task for da Vinci and Gandhi
- Is primarily descriptive (*da Vinci*: Renaissance was a time of great change and development; developed a very accurate picture of a human's anatomy; pioneered the way scientists study the structure of humans; *Gandhi*: had a different way of making changes to the government; when he disagreed with a law, he would not follow it and would accept the consequences; his ways not only gave India freedom, but they changed the world; his ways of nonviolence were shown in many other social revolts); misinterprets document 3 (*da Vinci*: set up the base that other scientists such as Pollaiuolo and Verrocchio developed)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (*da Vinci*: considered a Renaissance man because he was very skilled in science, math, and art; *Gandhi*: students revolted against the government in Tiananmen Square in China; when troops were sent to the square, students were shot and students still were not violent; his ways helped Chinese students prove their ideas to the government)
- Includes few relevant facts, examples, and details (*da Vinci*: lived during the Renaissance; *Gandhi*: lived in a time when India was under control of Britain; self-sacrifice)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states da Vinci and Gandhi were able to effect change despite challenges

**Conclusion:** Overall, the response fits the criteria for Level 2. The response is limited by the lack of depth in the discussion. However, the use of some relevant document information and outside information is combined in a cohesive manner, especially regarding the impact of Gandhi's nonviolent methods.

Throughout history there have been many important men. They have helped the world greatly by their actions. Three of the most important men are Leonardo da Vinci, Toussaint L'Ouverture, and Mohandas Gandhi. Mohandas Gandhi is considered by some to be the most important man. The actions that he took has led people all over to respect him.

Mohandas Gandhi is famous for his actions against civil rights violations. Gandhi has shown people that men have come along way in the years. as shown in (Doc 1). Gandhi was such a remembered man because he revolted in a non-violence way and got the word out to the media of the horrible actions that were happening like in (Doc 9).

England was treating India horrible and they used them. They wanted India's resources, so they went in and basically took over India and used them. They also treated them less than them. That's when the human right violations started to occur. It took courages leaders to stand up to them and Gandhi had become there

main leader. Gandhi did not let the British push him and he stood up like other famous people as shown in (DOC 6). He had made one of the largest contributions towards civil rights movements and helped change the world like Leonardo da Vinci as shown in (DOC 2).

After Gandhi had revolted in a non-harmful way by using non-force and did not resist arrest as shown in (DOC 8), and marching to the sea British started realizing it was attracting mass media. After other actions that Gandhi had made they ended up leaving India. But when they left they left buildings ruined and the economy hanging as shown in (DOC 7).

As you can see England had a major affect on India. They treated them very bad and took a lot of their rights away. But thanks to leaders like Gandhi they were able to revolt against the and spread it to the media, eventually causing them to leave India. That is why Gandhi had such a major impact on history and will always be remembered.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task for Gandhi
- Is primarily descriptive (*Gandhi*: word got out to the media of the horrible actions that were happening in India; England was treating India horribly; England basically took over India; it took courageous leaders like Gandhi to stand up to the English; made one of the largest contributions to the civil rights movements; Britain started to realize that it was attracting the attention of the media)
- Incorporates limited relevant information from documents 8 and 9
- Presents little relevant outside information (*Gandhi*: famous for his actions against civil rights violations; England treated the Indians like they were less than them; human rights violations occurred; as an example of soul-force, he marched to the sea; Britain ended up leaving India)
- Includes few relevant facts, examples, and details (*Gandhi*: revolted in a nonviolent way; England wanted India's resources; did not resist arrest); misinterprets documents 1 and 7
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that summarizes Gandhi's accomplishment

**Conclusion:** Overall, the response fits the criteria for Level 2. The inclusion of several pieces of outside information demonstrates a depth of understanding of Gandhi's nonviolent movement; however, the discussion is repetitive. Documents 2 and 6 are cited in an attempt to provide comparisons, but the effort is not linked to a discussion of da Vinci or L'Ouverture.

The Renaissance and the ~~early 1700s~~ late 1700s are both seen as times of revolution. The Renaissance was a time of cultural revolution, and the late 1700s were a time of political revolution. Leonardo da Vinci and Toussaint L'Ouverture were both major contributors to the revolutions of their time, Leonardo in the fields of science and anatomy, L'Ouverture in the area of political independence.

Leonardo da Vinci lived during the Renaissance in Europe. The Renaissance was a time of questioning and humanism. Leonardo, being an artist, studied the ~~he had many achievements in~~ anatomy of the human body, as described in Document 2, "To learn about the body he dissected and studied human corpses." ~~his~~ drawings were a contribution to science, as we see in Document 3, "The medical professors of anatomy found a way of recording Galenic anatomical errors." This had a major impact on science because da Vinci, "attempted the fusion of anatomy with medical knowledge." (Doc 3)

Another historical figure who shaped human history through his contributions is Toussaint L'Ouverture. Toussaint lived in the late 1700s, a time of revolution throughout the world. Some of such revolutions are the American Revolution and the French Revolution. Toussaint was the architect of the Haitian Revolution. His ideals are expressed in Document 5, "I want Liberty and equality to reign in San Domingo the Haitian Revolution, inspired a number of anti-colonial struggles throughout Latin America," <sup>(poc 4)</sup> ~~(poc 4)~~, because "when the Spanish American colonies saw that such a small and weak community could win and keep its freedom, they took courage to fight for their own emancipation." (poc 6).

Da Vinci and L'Ouverture both contributed to the revolutions of their time culturally and politically, respectively. Had it not been for them, we would live in a different world today.

## Anchor Level 2-C

### **The response:**

- Minimally develops all aspects of the task for da Vinci and L'Ouverture
- Is primarily descriptive (*da Vinci*: drawings were a contribution to science; *L'Ouverture*: architect of the Haitian Revolution; Haitian Revolution inspired a number of anticolonial struggles throughout Latin America)
- Consists primarily of relevant information copied from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*da Vinci*: Renaissance was a time of questioning and humanism)
- Includes few relevant facts, examples, and details (*da Vinci*: lived during the Renaissance in Europe; studied the anatomy of the human body; dissected and studied human corpses to learn about the body; attempted the fusion of anatomy with medical knowledge; *L'Ouverture*: lived during the time of the American Revolution and the French Revolution)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The misplacement and misapplication of a quotation from document 3 about Galenic anatomical errors leads to some confusion about the impact of da Vinci. The discussion of L'Ouverture relies on a few well-chosen quotations used somewhat effectively in the response.

Through out History individuals have made a major contribution to the world. Their achievements have had an impact on global History. Three of these individuals are Leonardo da Vinci, Toussaint L'Ouverture, and Mahandas Ghandi.

During 1791 There was A Revolt in Haiti which was influenced by the American War of Independence. This Revolt Started An Anti-Colonial Struggle throughout Latin America. Soon After Toussaint L'Ouverture says he want Liberty and Equality in San Domingo. And in the end he Gains Independence For Haiti and Spanish America

During the that the British had control over india, India is given some heavy taxes by the British. During this time muhandis Ghandi came up with some non-violent ways to resist british control. This seemed to work and when it was use in other countries throughout the world more and more countries got there independence.

Hence, the world has been drastically



Changed by the Accomplishments of  
those few people who wanted something and  
fought for it.

**Anchor Level 1-A**

**The response:**

- Minimally develops all aspects of the task for *L'Ouverture* and Gandhi
- Is descriptive (*L'Ouverture*: the revolt in Haiti was influenced by the American War of Independence; *Gandhi*: nonviolence seemed to work); lacks understanding and application (*L'Ouverture*: gained independence for Spanish America; *Gandhi*: when nonviolence was used in other countries throughout the world, more and more countries got their independence)
- Consists primarily of limited relevant information from documents 4, 5, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts and details (*L'Ouverture*: during 1791, there was a revolt in Haiti; wanted liberty and equality in San Domingo; gained independence for Haiti; *Gandhi*: British had control over India; India was given some heavy taxes by the British; came up with some nonviolent ways to resist British control)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Although a basic understanding of some of the documents is demonstrated, simple statements are strung together without explanation. The misinterpretation of documents 6 and 9 are offset by the recognition that both independence movements were both an influence and an impact.

Throughout history many people have done small things and changed the world.

One of these people is Gandhi who gave Indians rights. Another is an artist and studied of many things, Leonardo da Vinci.

Leonardo da Vinci was an artist and inventor foremost. But he also was an major student of the body. He made anatomical drawings that now help the world. He studied the body and drew a skeleton which to today's standards is accurate. This drawing helped the world understand the body.

Gandhi was a major leader in the non-violent revolts in India. He told everyone that violence was not the answer to their problems. Today it shows things can be done non-violently. He has made an example for the rest of the world.

Even today we still can see the actions of Gandhi and Da Vinci around us. Because without da Vinci's doctors might not be able to save you.

problems. If Gandhi hadn't lived the world  
might be much worse than it is.

**Anchor Level 1-B**

**The response:**

- Minimally develops some aspects of the task by mentioning a major achievement for both da Vinci and Gandhi and mentioning an impact for each of their achievements
- Is descriptive (*da Vinci*: made anatomical drawings that now help the world; studied the body and drew a skeleton which by today's standards is accurate; his drawing helped the world understand the body; *Gandhi*: showed that things could be done nonviolently); lacks application (*Gandhi*: gave Indian people rights; told everyone that violence was not the answer to their problems)
- Consists primarily of limited relevant information from documents 2, 3, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts and details (*da Vinci*: artist and inventor; *Gandhi*: leader in the nonviolent revolts in India)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Overstatements and generalizations about Gandhi's role in both India and the world weaken the response. Statements made about the long-term impacts of the actions of da Vinci and Gandhi show a limited understanding of the theme.

## Document-Based Essay—Practice Paper—A

In the past, many people have sought to make change in an unjust world. Often, the changes they make have an impact around the world. Two such individuals were Toussaint L'Ouverture and Mahatma Gandhi. Both sought for equality and independence. However, their methods for achieving their goals were very different.

Toussaint L'Ouverture was a black man living in the French colony of San Domingo (now Haiti) during the late 1700s and early 1800s. Inspired by the American and French Revolutions (doc 4), San Domingo also wanted independence. L'Ouverture emerged as a leader who also campaigned for an end to slavery and promoted equal rights for blacks (doc 5). He used military force to achieve his goals, and defeated a French force sent by Napoleon (doc 4). However, his campaign was not over then. He agreed with the French to end the revolt. Soon after, he was captured by the French. Although his lieutenant, Dessalines, would complete San Domingo's independence, L'Ouverture died in prison. Nevertheless, his actions had an influence throughout the world. With Haiti's success as an example, colonies in South America also campaigned for independence. Simón Bolívar even received aid from Haiti during his quest for independence (doc 6). In return, he was asked to free the slaves in the new nations as L'Ouverture had done in Haiti. L'Ouverture's actions of overcoming the French had led to Haiti's freedom and inspired others to follow the same path.

Mahatma Gandhi was a revolutionary leader in India during

## Document-Based Essay—Practice Paper – A

In the 1900s, Britain had ruled India for many years, and it was their most profitable colony. Often called "the jewel in the ~~cor~~ crown", India was a source of raw materials and a market for British goods. However, the British ruined the Indian economy through this policy of imperialism, because the Indian money spent on British goods was used to benefit the British more than the Indians. (Doc 7). India was ready for change, and Gandhi was the man to deliver that change. His methods advocated civil disobedience, which required non-violent protests against unjust laws (Doc 8). One example of this was the salt march. The British taxed Indian salt, so to protest, Gandhi and his followers marched to the sea to make their own salt. This act of passive resistance was captured by the media and this helped to achieve India's independence. Although he was later assassinated, Gandhi had led the successful Indian independence movement. His ideas reached much further than India, by influencing the ~~so~~ civil rights movement in the United States (Doc 9). This movement was also largely peaceful and successful because media coverage helped to raise awareness. Gandhi's ideas and actions had influenced other movements around the world.

Joussaint L'Ouverture and Mahandas Gandhi are only two people among hundreds who have had an impact on the history of the world. The ideas that these people shared are still present in protests and other movements in the world today. Although not all of these crusades are successful, those of L'Ouverture and Gandhi were.

Throughout history individuals have made a major contribution to society and the world. Their achievements made an impact on history whether it was minor or ~~small~~ major. There have been a lot of leaders, three of them are Leonardo da Vinci, Toussaint L'Ouverture, and Mohandas Ghandi. These leaders have made a break through ~~through~~ science, and some helped their country fight for independence.

One of the great individuals were Leonardo da Vinci. Leonardo was a Philosopher, astronomer, Artist, Anatomist, scientist etc. during the Renaissance. Leonardo made major scientific break throughs and achievements. For example he attempted to fuse anatomy and medical science as said in document 3. Another example is that Leonardo was one of

the first people to dissect a human and study the anatomy and the function of the human body as said in Document 2. Leonardo carved a path-way for scientist and doctors today with his achievements and breakthroughs.

Another leader who had an amazing impact on global history was Toussaint L' Overture. Toussaint was the leader during the Haitian Revolution. He fought for Haitians independence from ~~French~~ French Rule. He was a great leader, for example in Document 6 it states that the Haitian revolution influenced other nations like Spanish Americans to fight for ~~an~~ freedom against the European nations. In Document 4 it states that

the Haitians fought off soldiers sent by Napoleon.

Another great leader who fought for independence but in a non-violent way was Mohandas Gandhi.

During a time when India was in control by the British Mohandas Gandhi stood up against the British in what he called soul fighting. In

Document 7 when the British had control of India their economy was failing because of high tax. Gandhi used a form of civil disobedience to fight British he made his own clothing, made his own salt and did not buy British made goods. In Document 8

it says that passive resistant ~~was~~ which means fighting without force was



better than force fighting because they had no chance of fighting the British head on because the British had more weapons and could've killed them off easily. The impact that Ghandi had was that he influenced the Civil Rights movement in America. Ghandi and Dr. Martin Luther King Jr. both used non-aggression to fight oppression.

In conclusion these three had an impact on history. Some though Science and art, some though non-aggression for freedom. They all influenced somebody in some parts of the world. For example Leonardo influence Scientist today. Toussaint influenced Spanish America to fight for freedom. Ghandi Influenced the Civil Rights movement in America.

## Document-Based Essay—Practice Paper – C

In Global History there is a lot of individuals I am taught about and with each individual I have come to realize with each problem there is a thoughtful solution. Two of these individuals would have to be Toussaint L'Ouverture and Mahandas Gandhi. These two men might have not know one another but they have both had a great impact on global history. Through their achievements and hard work they made many contributions to the world we live in today. They might have fought for different causes but the end product was success.

Toussaint L'Ouverture grew up in Haiti, which was at the time ruled by France. The French had treated Haiti badly. The <sup>French</sup> send them off to fight against the British in the American War of Independence. During the war the Haitian soldiers were exposed to anti-colonial ideas. Later on the French Revolution sparked independence, freedom, and liberty. The white population had refused to gain blacks their freedom which broke into a violent revolt led by Toussaint L'Ouverture and his successors.

Toussaint L'Ouverture fought for liberty and equality in Haiti by uniting Haitians to overcome France's rule over them. Toussaint and the Haitians were supplied with the materials they would need to win their independences. All Toussaint L'Ouverture and his successors wanted was independence and they achieved in at the closing of the Haitian Revolution. His achievement was the freedom of Haiti from France. This contributed to the influence of other nations over the rule of other nations to revolt by whatever means necessary to gain their independence.

Mohandas Gandhi on the other hand was born in India. At that time India was under British's rule and was one of their colonies, India would have to walk around with a special passport or they would be jailed. Indians had endured harsh and violent beating from British soldiers. Unlike most other revolts Mohandas Gandhi chose a different route of gaining his land's independence, a nonviolent method.

Mohandas Gandhi did not promote violent and still gain their rights. Instead of violent method Mohandas Gandhi used resistances to get his point across. He achieved laws and rights for India even though he did break British rule. However, he gave his followers what he promised them. Gandhi started a new way of looking at life and how individuals lived. He impacted global history but choosing a new method but getting the same result and influencing later generations of leaders. He also saved the lives of many with his nonviolent tactics.

Both Toussaint L'Ouverture and Mohandas Gandhi were profound leaders. They gained rights and freedom for their people the best way they knew how. Although they grew up in separate times and places they both contributed greatly to global history. They also achieved great things and still are achieving and influencing.

Leonardo da Vinci and Mohandas K. Gandhi could not have come from more different backgrounds. Leonardo da Vinci was an artist, an architect, an inventor and many more things. Mohandas K. Gandhi was a lawyer until he discovered the ridiculous laws of Apartheid in South Africa. As different as the two men were and as different as their accomplishments were, it can be said that da Vinci and Gandhi were far ahead of their times, causing world wide changes in both the medical field and the political terrain.

Leonardo da Vinci lived in Italy during the Renaissance. "Renaissance" comes from the Latin root ~~rena~~ to be reborn and Leonardo da Vinci caused western culture to be reborn. As an artist, to this day, da Vinci is ~~known~~ well known for his realistic style which is displayed in his painting "The Last Supper". Da Vinci as an inventor is said to have invented a ~~big~~ bicycle that could fly and a pair of shoes that could walk on water. As intriguing as his afore-

mentioned accomplishments may (or may not) have been, one may infer that ~~the~~ Leonardo da Vinci's greatest attribution to world history was his application of art to his scientific knowledge to increase the medical knowledge of anatomy. Da Vinci, ~~and~~ although it was against the regulations of the church for his time, frequently dissected ~~corpses~~ bodies and drew what he saw. The normal attitude for the ~~Renaissance~~ Middle Ages was to praise ~~and~~ God and to obey the church, (Doc. 1), however Leonardo da Vinci was a Renaissance man who thought for himself. Da Vinci not only drew what he saw throughout his dissections, he wrote the function of each of the organs (Doc. 2) which was used by the scientists of his age to improve upon the Galenic texts, previously regarded as the "absolute" for anatomic studies. (Doc. 3) Da Vinci changed medical studies for ~~them~~ all time decades before the cell was even discovered.

Mohandas Ghandi also made a significant change in world history. Living in British

controlled India was difficult + socially and economically for most people (Doc 7) yet Ghandi was extremely lucky. Although he was not the best lawyer in the world, to have the ability to become a lawyer in British India was rare. Ghandi traveled to Africa where he was assaulted by the police for burning a pass. After working for a great period of time on Indian rights in racist South Africa Mohandas K. Ghandi became a household name in the media. Upon returning to India Ghandi was exposed to the ~~many~~ injustices of British controlled India. Abandoning his suits for a linen toga-like garment, Ghandi soon became one of the greatest civil rights leaders of all time, in just the beginning of the 1900's. Using something that the great leader called soul force, Ghandi led ~~on~~ large nonviolent protests. (Doc 8) Ghandi frequently went on hunger strikes, gaining the attention of the Indian population, the media and the British government, ~~and~~ eventually becoming the quintessence of

self sacrifice. Ghandi's peaceful demonstrations aided in world wide civil rights movements, especially with Dr. Martin Luther King in the United States against segregation. (Doc 9) All in all Mohandas K. Ghandi influenced political and societal views and changes for many years to come.

It is clearly evident that both Leonardo da Vinci and Mohandas K. Ghandi influenced, and greatly impacted world history, decades ahead of time; going against the normal opinion to make a difference in their own ways. Whether it ~~was~~ was the anatomic studies of Leonardo da Vinci or the peaceful demonstrations of Ghandi; they were both only grains in the hourglass of ~~that~~ time, that is always churning; that we call world history.

It does not always take a whole nation to make a difference, for history has witnessed several important individuals who have influenced the fate of areas and their cultures. Toussaint L'Ouverture and Mohandas Gandhi are two such people who have successfully led their nations and have ultimately impacted the world. Their achievements and rebellions did not fail to influence others and to spread hope and confidence that encouraged other nations to fight back during imperialism as well.

European exploration and imperialism led to the formation of many colonies from the 1500s onward. Latin America had resources and materials needed by the "mother countries." Haiti was a colony controlled by France, but in the late 1700s, the minorities and blacks that were conquered wanted more rights (Doc. 4). Toussaint L'Ouverture was an important leader of the slave revolt that took place, encouraging the people to unite to gain "Liberty and Equality." (Doc. 5). He went on to lead the first successful slave revolt, and Haiti was the first French colony in the Western Hemisphere to receive their independence in 1801 (Doc. 4). This rebellion started a chain reaction among other colonies that were the victims of European imperialism, for Haiti had given them hope and courage that they too could be free, especially those led by Simon Bolivar and Jose de San Martin in Latin America (Doc. 6). Nationalism played a key role in all of these rebellions. L'Ouverture's revolution sparked other revolutions which were driven by the ideas of the Enlightenment and the desire for basic human rights.

Imperialism was a major cause of World War I. Mohandas Gandhi lived in a time when India was taken over by the



British after the penetration of the British East India Company into the government during the Mughal Empire. Gandhi, unlike L'Ouverture, did not use violence in his rebellions, but promoted nonviolent acts such as strikes and "soul-force", or emphasizing individual actions (Doc. 8). The British had promised India their freedom for their aid in WWI, however the troops still remained after the war and independence was not gained til much later in the 1900s. Gandhi participated in nationalistic protests such as the Salt March against British salt taxes, and the Quit India campaign. Gandhi, although he promoted nonviolence and attracted attention from the media, (Doc. 7) was considered an enemy by the government and was imprisoned several times. His supporter, Nehru, was imprisoned after trying to rebel to help India's cause and later led the nation as prime minister (Doc. 7). Gandhi has influenced other nations to use "passive resistance" (Doc. 8) against imperialism or totalitarian regimes (Doc. 9). The May 4th movement in China is another example of Gandhi's beliefs that has stretched across the globe.

Toussaint L'Ouverture and Mohandas Gandhi prove that individuals can lead a movement and have a dramatic impact in their countries. They both were able to eventually gain freedom for their countries against imperialism, though by different means. Not only this, but their influence on other countries throughout the world has earned them a spot in history that will continue to enlighten people for years to come.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task for L'Ouverture and Gandhi but does so more thoroughly for Gandhi than for L'Ouverture
- Is both descriptive and analytical (*L'Ouverture*: emerged as a leader who also campaigned for an end to slavery and promoted equal rights for blacks; Bolívar was asked to free the slaves such as L'Ouverture had done in Haiti; *Gandhi*: India was ready for change and Gandhi was the man to deliver that change; the media helped to achieve India's independence)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*L'Ouverture*: agreed with the French to end the revolt, but soon after, he was captured by them and died in prison; his lieutenant, Dessalines, would complete independence; *Gandhi*: Britain had ruled India for many years; India was Britain's most profitable colony and often called the "Jewel in the Crown"; India was a source of raw materials and a market for British goods; Britain ruined the Indian economy through its policy of imperialism; Gandhi's methods advocated civil disobedience, which required nonviolent protest against unjust laws; the British taxed Indian salt, so to protest, Gandhi and his followers marched to the sea to make their own salt; the Salt March was captured by the media; although he was later assassinated, he had led the successful Indian independence movement; the United States civil rights movement was also largely peaceful and successful because media coverage helped to raise awareness)
- Supports the theme with relevant facts, examples, and details (*L'Ouverture*: was a black man living in the French colony of San Domingo; inspired by the American and French Revolutions; San Domingo also wanted independence; used military force to achieve his goals and defeated a French force sent by Napoleon; colonies in South America also campaigned for independence; Bolívar received aid from Haiti during his quest for independence; *Gandhi*: he was a revolutionary leader in India; his ideas influenced the civil rights movement in the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the protests and other movements in the world today reflect the ideas of L'Ouverture and Gandhi

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the discussion of L'Ouverture is primarily based on document information, the inclusion of some outside information regarding Haiti's independence demonstrates a good understanding of the task. Using imperialism as an agent of change, as well as using specific examples of passive resistance, adds depth to the response.

## Practice Paper B—Score Level 2

### The response:

- Minimally develops all aspects of the task for da Vinci and L’Ouverture
- Is primarily descriptive (*da Vinci*: carved a pathway for scientists and doctors today with his achievements; *L’Ouverture*: Haitian Revolution influenced others in Spanish America to fight for freedom against European nations); includes weak and faulty application (*da Vinci*: one of the first people to dissect a human and study the anatomy and function of the human body; *L’Ouverture*: influenced nations like Spanish Americans)
- Incorporates limited relevant information from documents 2, 3, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts and details (*da Vinci*: artist, anatomist, and scientist during the Renaissance; attempted to fuse anatomy and medical science; *L’Ouverture*: leader during the Haitian Revolution; fought for Haitian independence from French rule; Haitians fought soldiers sent by Napoleon); includes an inaccuracy (*da Vinci*: philosopher and astronomer)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response uses general statements and overgeneralizations to develop the task. A good discussion of Gandhi is included, but cannot be considered because he is the third leader addressed.

## Practice Paper C—Score Level 2

### The response:

- Minimally develops all aspects of the task for L’Ouverture and Gandhi
- Is primarily descriptive (*L’Ouverture*: the French had treated Haiti badly; French Revolution sparked independence, freedom, and liberty; led a violent revolt; inspired other nations to revolt by whatever means necessary to gain their independence; *Gandhi*: achieved laws and rights for India even though he did break British rule; influenced later generations of leaders); includes faulty and weak application (*L’Ouverture*: he and the Haitians were supplied with the materials they would need to win independence; *Gandhi*: gave his followers what he promised them)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Gandhi*: Indians had endured harsh and violent beatings from British soldiers)
- Includes some relevant facts and details (*L’Ouverture*: grew up in Haiti, which at the time was ruled by France; the French sent the Haitians to fight against the British in the American War of Independence; Haitian soldiers were exposed to anticolonial ideas; white population of Haiti refused to give blacks their freedom; he united Haitians to overcome French rule; they achieved independence at the end of the Haitian Revolution; *Gandhi*: India was under British rule and was one of its colonies; chose a nonviolent method of gaining his land’s independence); includes an inaccuracy (*Gandhi*: Indians would have to walk around with a special passport or they would be jailed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that summarize the leadership and success of both L’Ouverture and Gandhi

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion on Gandhi is general, lacks facts and details, and includes faulty and weak statements. However, a description of the historical period during which L’Ouverture lived is linked to the roots of the Haitian Revolution, showing some understanding of the task.

## Practice Paper D—Score Level 3

### The response:

- Develops all aspects of the task with little depth for da Vinci and Gandhi
- Is more descriptive than analytical (*da Vinci*: greatest contribution was his application of art to science to increase the medical knowledge of anatomy; a Renaissance man who thought for himself; his work was used by scientists to improve upon the Galenic texts, previously regarded as the “absolute” for anatomic studies; *Gandhi*: living in British-controlled India was difficult socially and economically for most people; became the quintessence of self-sacrifice); includes weak application (*Gandhi*: after working for a great period of time on Indian rights in racist South Africa, Gandhi became a household name in the media)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*da Vinci*: lived in Italy during the Renaissance, which comes from the Latin root to be reborn; an artist, well known for his realistic style; although it was against the regulations of the Church, he frequently dissected bodies, drew what he saw, and wrote the function of each of the organs; *Gandhi*: frequently went on hunger strikes, gaining the attention of the Indian population, the media, and the British government)
- Includes some relevant facts, examples, and details (*da Vinci*: normal attitude for the Middle Ages was to praise God and to obey the Church; *Gandhi*: used soul-force to lead large nonviolent protests; his work aided in worldwide civil rights movements, especially with Dr. Martin Luther King Jr. in the United States); includes a minor inaccuracy (*da Vinci*: caused Western culture to be reborn)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that focus on how the accomplishments of da Vinci and Gandhi broke new ground in the medical field and the political terrain

**Conclusion:** Overall, the response fits the criteria for Level 3. While some outside information enhances the narrative, the examples of da Vinci’s inventions are irrelevant in the discussion of the application of anatomy to scientific knowledge. The description of the Renaissance and of conditions in British India includes some good details and historical facts.

## Practice Paper E—Score Level 4

### The response:

- Develops all aspects of the task for L'Ouverture and Gandhi
- Is both descriptive and analytical (*L'Ouverture*: encouraged the people to unite to gain liberty and equality; Haiti's rebellion started a chain reaction among other colonies who were also victims of European imperialism; Haiti gave other colonies hope and courage that they too could be free, especially those led by Bolívar and San Martín; *Gandhi*: unlike L'Ouverture, he did not use violence but promoted nonviolent acts such as strikes and soul-force or emphasizing individual actions)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*L'Ouverture*: Latin America had resources and materials needed by the mother countries; nationalism played a key role in the rebellions in Latin America; L'Ouverture sparked other revolutions, which were driven by the ideas of the Enlightenment and the desire for basic human rights; *Gandhi*: India was taken over by the British after the penetration of the British East India Company during the Mughal Empire; British had promised India its freedom for its aid in World War I, however, the troops remained after the war and independence was not gained until much later; Gandhi participated in nationalistic protests such as the Salt March against British salt taxes and the Quit India campaign; considered an enemy by the government and imprisoned several times; his follower Nehru, also imprisoned after trying to rebel to help India's cause, later led the nation as prime minister; the May 4th movement in China is another example of how Gandhi's beliefs have stretched across the globe)
- Supports the theme with relevant facts, examples, and details (*L'Ouverture*: Haiti was a colony controlled by France; minorities and blacks in Haiti wanted more rights; L'Ouverture led the first successful slave revolt; Haiti was the first French colony in the Western Hemisphere to receive its independence; *Gandhi*: has influenced other nations to use passive resistance against imperialism or totalitarian regimes)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that focus on the influence of individuals on the fate of both their culture and other countries

**Conclusion:** Overall, the response fits the criteria for Level 4. Although ideas are sometimes mentioned without connecting them to the specific aspects of the task, integration of outside information with document information, especially in the Gandhi discussion, strengthens the response. The oppressive nature of imperialism as a theme is effectively used to describe the historical periods of both L'Ouverture and Gandhi.



# Global History and Geography Specifications January 2009

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography; Movement of People and Goods; Environment and Society	Standards 2 and 3: World History; Geography
Document-based Essay	Individual's Achievement; Change; Science and Technology; Conflict; Nationalism; Imperialism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

**The *Chart for Determining the Final Examination Score for the January 2009 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

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

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.