

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 24, 2006 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

Mechanics of Rating

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

Global History
and Geography
January 24, 2006

Part I

1...4...	26...2...
2...1...	27...1...
3...2...	28...3...
4...3...	29...2...
5...2...	30...2...
6...2...	31...3...
7...1...	32...4...
8...1...	33...1...
9...3...	34...4...
10...2...	35...3...
11...4...	36...3...
12...1...	37...2...
13...4...	38...4...
14...2...	39...1...
15...3...	40...2...
16...1...	41...3...
17...4...	42...1...
18...2...	43...2...
19...1...	44...3...
20...2...	45...3...
21...1...	46...4...
22...4...	47...4...
23...3...	48...2...
24...3...	49...3...
25...2...	50...2...

Scoring the Part I Multiple-Choice Questions

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

Cut Here

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

- (2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
- (3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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Rating the Scaffold (open-ended) Questions

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

**Global History and Geography
Content-Specific Rubric
Thematic Essay—January 2006**

Theme: Change

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Task: Choose **two** philosophers **and/or** leaders and for **each**

- Explain a major idea or belief of that philosopher or leader
- Discuss how that idea or belief changed **one** nation or region

You may use any philosophers or leaders from your study of global history. Some suggestions you might wish to consider include Confucius, John Locke, Adam Smith, Simón Bolívar, Otto von Bismarck, Vladimir Lenin, Mohandas Gandhi, Mao Zedong, Fidel Castro, or Nelson Mandela.

Do not use a philosopher or leader from the United States in your answer.

Scoring Notes:

1. This thematic essay has **four** components (**two** aspects [a major idea or belief and how that idea or belief changed one nation or region] for each of **two** philosophers or leaders chosen)
2. Two philosophers, two leaders, or a combination of the two may be used in the response.
3. The major idea or belief of two different individuals could be the same, e.g., both Bolívar and Gandhi believed in independence for their respective nation.
4. The discussion of how the idea or belief changed a nation or region could focus on the same nation or region for both leaders, e.g., how the ideas of both Confucius and Mao Zedong affected China.
5. A philosopher or leader for the United States may not be used, however, the discussion might involve the United States, e.g., a discussion of Fidel Castro could involve the role of the United States in the Cuban missile crisis *or* a discussion of John Locke might focus on the effect of his ideas on the United States Declaration of Independence.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by explaining a major idea or belief of **two** philosophers and/or leaders and discussing how each of those ideas or beliefs changed one nation or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *John Locke*: governments formed to protect the basic human rights of life, liberty, and property; relationship of social contract theory that king ruled with consent of subjects; subjects entered into contract promising to obey monarch as long as rights were protected and if their rights were violated the people had the right to overthrow the monarch; use of ideas in *Two Treatises on Government* to justify the overthrow of King James II who tried to use divine right to rule without Parliament and appointed Catholics to political office; England became a constitutional monarchy beginning with William and Mary in which rulers must follow Bill of Rights; *Nelson Mandela*: worked to gain equality and political power by protesting apartheid; effect as leader of African National Congress; organization of strikes and boycotts led to arrest and life sentence in prison as a result of activities after the Sharpeville Massacre; imprisonment strengthened resolve to end apartheid; connection between the release of Mandela and vote to end apartheid; election of Mandela as President has done much to calm racial tensions in South Africa
- Richly supports the theme with relevant facts, examples, and details, e.g., *John Locke*: James II, divine right; Bloodless or Glorious Revolution; constitutional monarchy; limited government; figurehead; *Nelson Mandela*: African National Congress (ANC); passbooks; F. W. de Klerk; economic sanctions)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by developing all aspects of the task for one philosopher or leader more thoroughly than for the second philosopher or leader *or* developing one aspect of the task more thoroughly than the second aspect of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *John Locke*: connection between his ideas that government was formed to protect the basic rights of life, liberty, and property and if government abused them, the people were justified in rebelling; absolute ruler James II replaced with William and Mary, who agreed to follow the Bill of Rights; *Nelson Mandela*: leader of ANC, who worked to end apartheid with strikes and boycotts, arrested, and sentenced to life imprisonment; when de Klerk becomes President, South Africans vote to end apartheid; Mandela freed and became President
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

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

Score of 3:

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

Note: If **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least two** components of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

Throughout history great leaders have shaped the world through war and politics. The ideas and beliefs of leaders have led to changes in nations and regions. Two such leaders are Alexander the Great and Otto Von Bismark. Though they lived in very different times they both had a large influence on their worlds.

Alexander the Great was born in Macedonia, Greece. Alexander's father was a strong king and through Phillip's and Alexander's work they united Greece. When Alexander took power he fought many wars. He is most famous for defeating the Persian empire but the belief that made him a great leader was the way he used other cultures to solidify his power. When Alexander took over a city he often rebuilt damaged religious structures in an effort to win over the people. What resulted from Alexander's conquests was a Hellenistic blend of cultures. Alexander controlled a vast area of land and therefore was affected by a large number of cultures. Alexander himself dressed in Persian clothing to indicate his role as king. He left loyal local officials in power and appointed Greeks or Macedonians to be the commanders of soldiers. Hellenistic culture greatly affected Persia, Egypt, Greece, and later Rome. Rome was affected because even though Rome conquers Greece, Greek

culture influences Roman culture. Alexander's beliefs in using a situation to serve his purpose greatly changed the history of this region.

Otto Von Bismark was a brilliant general and a master of "real politique". For Germany, Bismark believed in the idea of "real politique" which mirrored the teachings of Machiavelli. Bismark kept allies as long as necessary and then when they were of no use to Germany he disposed of their alliance. Bismark had the slogan of "Blood and Iron" which was first said when he became prime minister. He created incidents to bring about wars to unify Germany. That intensified French-German tensions by rewriting the Ems Dispatch which gave the impression that France's king insulted the Prussian king. The leader of France, Napoleon III wanted to exploit the magic of the Napoleon name in times of war as he did for his coronation ceremony. Napoleon III hoped to bring a great victory to France but Germany's superior railroads and military technology won the war. Before the war ended the German Army surrounded Paris. The Parisians were starving and were forced to eat the zoo animals. Napoleon III was overthrown. This ultimately led to a useless treaty which solved nothing and forced the French to give up territory and pay indemnities. France's new leader signed this embarrassing treaty. This fueled French ^{success} hatred for the Germans. Before Bismark's ~~success~~ in

France he had made friends with Russia to avoid a two front war. Kaiser Wilhelm ignored Bismark and eventually dismissed him. Then the relations with Russia failed. As a result, during World War I, the German's had to fight a two front war. But, if the Kaiser followed Bismark's example, the history of the world would have changed. Germany was forced to pay reparations for WWI in the treaty of Versailles like the French did at the end of the Franco-Prussian War. This in turn led to WWII because the treaty of Versailles solved nothing. These are the actions taken by Bismark that changed the History of Germany + France.

Throughout history leaders have shaped the world through war and politics. Alexander the Great with his idea of a Hellenistic culture was far ahead of his time and changed Persia, Greece, and Rome. Bismark used his "real politique" to manipulate the powers of the world into a history-changing chain of events. Therefore Alexander the Great and Otto Von Bismark were great leaders with ideas and beliefs that created much change.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining the major ideas of Alexander the Great and Otto von Bismarck and discussing how those ideas changed Alexander's Empire and Bismarck's Germany
- Is more analytical than descriptive (*Alexander*: the way he used other cultures to solidify his power; he rebuilt damaged religious structures in an effort to win over the people; Alexander controlled a vast area of land and therefore was affected by a large number of cultures; dressed in Persian clothing to indicate his role as king; left loyal local officials in power and appointed Greeks and Macedonians as commanders; even though Rome conquers Greece, Greek culture conquers Rome; *Bismarck*: “real politique” mirrored the teachings of Machiavelli; Bismarck kept allies as long as necessary and then when they were of no use to Germany he disposed of them; intensified French-German tensions by rewriting the Ems Dispatch, giving the impression that France’s king insulted the Prussian king; overthrow of Napoleon led to a useless treaty and forced France to give up territories; fueled France’s hatred for Germans; Bismarck made friends with Russia to avoid a two-front war; Bismarck used his “real politique” to manipulate the powers of the world into a history-changing chain of events)
- Richly supports the theme with relevant facts, examples, and details (*Alexander*: Macedonia; Philip; Persian Empire; Hellenistic blend of cultures; *Bismarck*: “Blood and Iron;” Franco-Prussian War; Napoleon III; superior railroads; military technology; Paris; Russia; Kaiser Wilhelm; World War I; reparations)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The strong analysis and insightful use of facts about the development of Hellenistic culture and “real politique” reflect an understanding that a leader’s beliefs determine his policies and thus the direction a nation or region takes. The comparison of the Franco-Prussian War treaty to the Treaty of Versailles and the conclusion that both of these treaties were ineffective and led to further problems is especially strong.

In nations and regions all over the world there have been leaders and rulers that have forever changed the course of global history. They have driven their people to create lasting contributions to art, humanity, science, or religion, and they ~~as~~ have committed horrific and terrifying atrocities that would spread all around them. The leaders of countless nations have given priceless contributions, or committed lasting and destructive evil throughout the world.

One of the darkest ~~and~~ examples of a nation's leader changing the course of history, is that of Adolf Hitler. Coming to power during the 1930's in post-World War I crippled Germany, he quickly became influential and popular due to his vibrant speeches of German nationalism and the wrongs having been done to and playing Germany. He called for reform, reconstruction, solid unification, and a lasting Third Reich of German power under control of him alone. Hitler's rule in Germany did bring Germany out of depression and poverty and ~~man~~ into a time of economical and industrial prowess, but it is what he did with this newly transformed German machine that made him infamous.

Hitler's newly created and upgraded military (the German Luftwaffe, ~~com~~ dozens of giant Panzer tank divisions, and troops driven by blazing nationalism) swept into neighboring peaceful nations of Europe in a lightning fast and efficient "blitzkrieg" warfare. After only months of fighting, Hitler's Germany had taken over the continent of Europe and laid endless barrages of attack upon the sole surviving nation of England.

Now master of Europe, Hitler proceeded to act out his "Final solution" or genocide of the Jewish people, who he saw as enemies. The death toll of Hitler's extermination camps and death squads went over 6,000,000 Jewish and "unacceptable" people. After he was defeated in the 6 year long hell that was WWII, over 40 million people had lost their lives. Hitler's legacy would live on for millennia.

Another leader who forever changed the course of global history, coincidentally coexisted during the time of Adolf Hitler. His name was Joseph Stalin, the self-made dictator of the Soviet Union.

Joseph Stalin also took control of his

nation during the 1930's, and would go on to create the second most powerful nation the world had ever seen, from a giant collection of agricultural cities and settlements. When Stalin took control of Russia, it was weak economically (mostly agriculture), had a weak, undisciplined army, and was going through a time of social dissent. Stalin's 5 year plan of turning the USSR into an industrial giant virtually overnight, was a success and the Soviet Union would emerge in the post-WWII age as one of the two world superpowers.

Stalin gave the USSR industry, a giant, well trained, and certainly well-armed military, and gave the Russian people a state to work for and more importantly respect. Although he did many great things for the Soviet economy and world influence, it came at a great cost. Stalin was an extremely paranoid leader who feared all were out to get him. Tens of thousands of people were either executed or sent to labor camps during his reign.

In the end, Stalin's determination, desire, and 5 year plan for the USSR brought it into

a world superpower which would be involved in one of the largest conflicts of the 20th century, the Cold War. Stalin's poor and crippled nation turned into an industrial superpower, which went head to head against the US in a ~~bloodless~~ conflict to dominate the globe's government and ideologies.

Over the course of history, people like Hitler and Stalin have forever changed the course of global events. Be it for good or bad reasons, leaders all over the globe have driven themselves, their people, and their nation to both great and wonderful achievements, or horrific events.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining the major ideas of Adolf Hitler and Joseph Stalin and discussing how those ideas changed Germany and Russia
- Is more analytical than descriptive (*Hitler*: became influential and popular due to his vibrant speeches of German nationalism and the wrongs having been done to and plaguing Germany; Hitler's rule did bring Germany out of depression and poverty into a time of economic and industrial prowess; it's what he did with this newly transformed German machine that made him infamous; *Stalin*: created the second most powerful nation the world had ever seen from a giant collection of agricultural cities and settlements; gave the Russian people a state to work for and, more importantly, respect; although he did many great things for the Soviet economy and world influence, it came at a great cost; Stalin's poor and crippled nation turned into an industrial superpower, which went head to head against the United States in a conflict to dominate the globe's government and ideologies)
- Richly supports the theme with relevant facts, examples, and details (*Hitler*: 1930s, post- World War I crippled Germany; reform; reconstruction; unification; Third Reich; Luftwaffe; Panzer tank divisions; blitzkrieg; Final Solution; genocide; Jewish people; extermination camps; death squads; 6,000,000; World War II; *Stalin*: self-made dictator; 1930s; Russia was weak economically, mostly agriculture; undisciplined army; social dissent; 5-year plan; USSR; industrial giant virtually overnight; superpowers; paranoid leader; tens of thousands were executed or sent to labor camps; Cold War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response effectively demonstrates the cause-effect relationship between the beliefs of each leader and the actions that the leader took on behalf of his nation. The use of extensive analysis and supporting detail demonstrates a good understanding of the results of those actions.

The world as we know it today has been carved through blood, talk money, and most important of all leadership. It was leaders who made the decisions for their people. It was leaders who pioneered and created new paths for their nation to follow. Whether for good or bad, the world depended on leaders to move forward, be it glory or destruction.

A rather recent leader of the modern world, Otto von Bismarck, w

Otto von Bismarck, founder of the modern Germany is one of the more capable leaders of ~~the~~ World. His principles of Machiavelli enabled him to use the forces of nationalism in the direction of a unified Germany. Bismarck had developed ideas of nationalism on an unprecedented scale. "Blood and Iron", a famous slogan of the German chancellor, could perhaps represent the epitome of Bismarckian thought and idea. With his cunning and astute political skills, he was able to impact the ~~entire~~ region of Europe, if not the world. In a matter of decades, Bismarck was able to solidify the German individual states into one whole Germany. It was not long after when a fully equipped and highly efficient German army was mobilized as a result of the German

work ethic and Bismarck's sharp leadership skills. In fact, Germany had emerged as a formidable power, challenging the British Navy and invading France in an ~~an~~ ^{an} interval of months. Of course, if it was not for ~~for~~ the leadership of Bismarck even after Bismarck had developed a massive industrial strength, surpassing the quota of leading industrial nations such as England and the US. Even after the ~~death~~ ^{removal} of Bismarck as German Chancellor, Germany remained a formidable power in the region. Of course, one could not predict the course history would have taken in the absence of Bismarck, but can be sure of the extent of influence he has ascertained through his role as a leader.

Another influential and fairly capable leader of recent history comes from the sub-Himalayan landmass. The land of Indus and Ganga. Mohandas K. Gandhi, leader of the Indian Revolution, had set a footprint ⁱⁿ ~~on~~ history books as well. Coming from a ~~ever~~ wealthy family, he was trained as a lawyer in London at the height of British imperialism. His studies and experiences led him to the use of 'civil disobedience'. This form of resistance consisted of non-violent protests and demonstrations. With persistency and dedication, ~~G~~handi managed to

lead
lead the people of India ~~outward~~ fire from the grasp of the British and the creation of a democratic state, the world's largest at the time. His impact on India is certainly magnificent, changing thought and living in the most non-violent form. Although some of his decisions had gone astray, Ghandi was able to deeply change the Subcontinent, forming new nations, ~~ethnics~~, and trends. Ghandi He single-handedly led the Indians and was the 90-pound weakling who toppled the British Empire.

Ghandi or Bismarck, or any other leaders of the world, They were all path-breakers^{and} pioneers. ~~and~~ Without leaders, civilization would hurtle itself to doom and destruction with no glory. It is leaders who get the credit for influencing and changing the world and putting humanity in wheels. The world as we know it today has been carved through blood, money, and most important of all, leadership.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the ideas of Otto von Bismarck and their impact on Germany more thoroughly than those of Gandhi and their impact on India
- Is both descriptive and analytical (the world as we know it today has been carved through blood, money, and most important of all, leadership; it was leaders who pioneered and created new paths for their nation to follow; Gandhi and Bismarck were path-beaters and pioneers; *Bismarck*: German army was mobilized as a result of the German work ethic and Bismarck's sharp leadership skills; one could not predict the course history would have taken in the absence of Bismarck but can be sure of the extent of the influence he has [attained] through his role as a leader; *Gandhi*: was the 90-pound weakling who toppled the British Empire)
- Supports the theme with relevant facts, examples, and details (*Bismarck*: Machiavelli, nationalism; unified Germany; "Blood and Iron"; German Chancellor; challenged the British navy and invaded France; massive industrial strength; *Gandhi*: Indus; Ganges; Indian Revolution; lawyer; British imperialism; civil disobedience; resistance; nonviolent protests; demonstrations; democratic state)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that contain relevant analysis and are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the analysis is somewhat overstated, the response addresses the task with an abundance of relevant detail and clearly shows the role of leaders in effecting change.

There have been many different figures in history who have come up with their own opinions about how change should be made. Many of these ideas, realistic or sometimes unrealistic, were developed into many aspects of society of different places. Each idea has fused its way in history and has sometimes changed nations and regions. The ideas of natural rights by John Locke and the policy of non-violence by Mohandas Gandhi have affected different nations and regions throughout the world.

The first important philosopher is John Locke, coming about at the time of the Enlightenment. He embraced the idea of new ways of thinking, coming up with new ideas. He firmly believed that all people were born with natural rights. These natural rights were life, liberty, and property. This English philosopher also felt that everyone was supposed to get these rights. If the rights were denied, he also added that people may overthrow the government, meaning speaking out and demanding their rights. He felt that people were born good and free, and the least they can get ^{is} ~~that~~ respect they deserve. John Locke's ideas about natural rights would greatly effect the United States, even though he thought of them during the Enlightenment. American citizens see these rights today in the Bill of Rights. Our country has written these natural laws down and it is a major part of our government today. The natural natural rights were also shown in the Declaration of Independence by Thomas Jefferson. Taking John Locke's ideas, Jefferson used the slogan "life, liberty, and the pursuit of happiness" as a way to accomplish our independence. Therefore, John Locke once again, is an extremely important philosopher.

The second important philosopher and leader is Mohandas Gandhi. Gandhi was the unselected and unofficial leader of India for a while, rising up by the support of the people. Gandhi is known throughout the world for his policy of non-violence and peaceful protest. An example of peaceful protest is shown in the Salt March. The Salt March was a peaceful protest led by Gandhi in order to protest the taxation put on the salt by

Anchor Paper – Thematic Essay—Level 4 – B

the British. Gandhi felt that these peaceful protests would make the other opposing side look bad if they were to take action. He also believed that there was no reason for violence to accomplish their goals. These beliefs of non-violence would lead to the eventual independence of India. It also led to making the British look bad when the Indians had a meeting and the British attacked them. Many different people were disgusted with the British for what they did and found the Indians to be innocent. Eventually, making the British look bad helped India get their independence.

The idea of natural rights by John Locke and the idea of non-violence of Gandhi have effected different nations throughout the world. Many nations today are still impacted by these ideas, even though they are old and passed down. Without these ideas, it would be difficult for the governments and society's to be what they are today.

These figures have helped change the world.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the impact of the beliefs of Mohandas Gandhi on India and those of John Locke on the United States
- Is both descriptive and analytical (*Locke*: firmly believed that all people were born with natural rights; felt that everyone was supposed to get these rights; if the rights were denied, people may overthrow the government; people were born good and free; ideas about natural rights would greatly affect the United States; *Gandhi*: was the unelected and unofficial leader of India; rose up by support of the people; peaceful protests would make the opposing side look bad if they were to take action; making the British look bad eventually helped India get their independence)
- Supports the theme with relevant facts, examples, and details (*Locke*: Enlightenment; “life, liberty, and property”; English philosopher; American Bill of Rights; natural laws; Declaration of Independence; Thomas Jefferson; “life, liberty and the pursuit of happiness”; *Gandhi*: nonviolence; Salt March; taxation; British attacked Indians at meeting)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the analysis of the leaders is slightly uneven, the response shows a good understanding of the impact of the philosophies and actions of Gandhi and Locke on independence movements. However, the response lacks the depth of detail required for a Level 5 rating.

One person can have an impact on the policies and government of their region. Confucius changed China, Vladimir Lenin introduced communism, and Nelson Mandela abolished apartheid. That is only naming a few there are individuals in every region that have led to change, without them their nation would be considerably different. Individuals, such as the leaders Mao Zedong and Mohandas ~~Kar~~ Gandhi, have lead to significant and permanent change in India and China.

At the time Gandhi was in India, India was under strict control by the British. The Indians wanted to be self-governing, plus the British imposed taxes on items like salt. Many Indians felt they would have little chance at a forceful Revolution against the powerful British and that many Indians would die in this kind of Revolution. However a change was still necessary. This is when the well-educated Mohandas Gandhi stepped in. He introduced the idea of civil disobedience – or the population disobeying unjust laws in a non-violent manner. This new idea gave the Indians a chance versus the British. Indians would peacefully protest, if the British soldiers hit them, beat them, or arrested them, the Indians would remain passive. By this strategy and Gandhi's leadership the British eventually saw the

advantage of giving in to Gandhi's demands. Gandhi, though from a higher caste, thought the caste system was unfair and wanted to change it. In one of his nonviolent protests against the salt tax he marched thousands of miles to the ocean with many followers to get a handful of salt. The tax was eventually lifted. Because of Gandhi's effort, India became an independent, democratic country after WWII.

Mao Zedong was different from Gandhi in almost every sense. Mao led the Communist Revolution in China. At first the communists were a minority and inferior to the Nationalists. Once Mao took control he used his excellent leadership and political skills to gain support of China's large peasant population. Mao made communism appeal to the masses, promising to help revolutionize China and improve a harsh way of life. China still relied on a feudal landlord system and was a 'backwards' society. Violent revolution was fine for Mao. After WWII civil war broke out in China between Nationalist forces and communist forces. He built up his army of peasants so well they were able to defeat the Nationalists. Mao worked to industrialize China with the Leap Forward and he almost ruined it with the Cultural Revolution. China became a

Communist country and remains so today.

Would China be communist today if it wasn't for Mao? Would India be independent and democratic if it wasn't for Gandhi? The revolutions in these countries took place because of individual leadership. The communists would probably not gained enough support if it wasn't for Mao. The Indians may not have used civil disobedience if it wasn't for Gandhi. These two leaders are as different as can be, but they share in common the fact that they changed an entire nation with their leadership.

So can one person change a whole country? Yes, just look at these two leaders. The revolutions happened years ago yet India remains independent and China remains Communist and both are now economically successful. They will always be remembered and praised in these nations for their great contributions.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the impact of the beliefs of Mohandas Gandhi and of Mao Zedong
- Is both descriptive and analytical (these two leaders seem as different as can be but they have in common the fact that they changed an entire nation with their leadership; *Gandhi*: many Indians felt they would have little chance at a forceful revolution against the powerful British; many Indians would die in this kind of revolution; new idea gave the Indians a chance versus the British; British saw the advantage of giving in to Gandhi's demands; though from a higher caste, he thought the caste system unfair and wanted to change it; marched thousands of miles to the ocean to get salt; India became an independent, democratic country after World War II; *Mao Zedong*: used his excellent leadership and political skills to gain support of China's large peasant population; made communism appeal to the masses, promising to help revolutionize China and improve a harsh way of life; worked to industrialize China with the Great Leap Forward and almost ruined it with the Cultural Revolution; China remains communist today)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: self-governing; taxes; civil disobedience; unjust laws; nonviolent; passive; *Mao Zedong*: World War II; civil war; Nationalist forces; Communist forces; feudal landlord system; army of peasants)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Although the response lacks sophistication and contains some repetition, the discussion of both leaders reveals an understanding of their beliefs and the impact of those beliefs on their nations. Some overgeneralizations detract from the overall quality of the response.

John Locke and Hobbs were both philosophers of the Enlightenment Era with completely different views of the government. During the Enlightenment era in England they had their own personal views on how the government should be run.

John Locke thought England should be runned in a democratic way. It should grant people natural rights and Liberties. He believes people should have a say in the government, and that the people could overthrow the government.

Hobbs believes the total opposite. He believes people should be run by a strict ~~absolut~~ absolute monarch to maintain people in order. He thought if people had freedom, they would abuse it and they would be uncontrollable. He believes people should work a lot and the threat of the military always should be on top of the citizen. He believed in a harsh harsh ruler with ~~no~~ torture if necessary.

Having these opposite views grew tension in England, and since in England had a King and parliament then the tensions were greater. The King and some of the nobles would have used Hobbes ideas in order to remain in power because it was to their benefit. However, many

others like the Puritans supported Locke because it benefitted them by giving Parliament power. Locke's ideas gave them the opportunity to question the government and to have some say in it. They supported Locke and his ideas were more likely to succeed since many of them were the common workers.

A battle would start in England to become an absolute monarchy or democratic and today we see that the democratic side won. Locke's ideas also influenced the USA when they wrote the American Constitution and Declaration of Independence.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by explaining the major beliefs of John Locke and Thomas Hobbes and discussing the impact of those beliefs on England
- Is more descriptive than analytical (*Locke*: thought England should be run in a democratic way; people could overthrow the government; many people like the Puritans supported Locke because it benefited them; Locke's ideas gave them the opportunity to question government and have a say in it; *Hobbes*: people should be run by a strict absolute monarch to maintain people in order; if people had freedom, they would abuse it and they would be uncontrollable; the threat of the military should always be on top of the citizen; the king and some nobles used Hobbes' ideas to remain in power)
- Includes some relevant facts, examples, and details (Enlightenment Era; *Locke*: natural rights; liberties; Parliament; common worker; democratic; USA; American Constitution; Declaration of Independence; *Hobbes*: king; absolute monarchy)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the response lacks many specific supporting details, it includes some good analytical statements. The impact of the ideas is particularly limited in the discussion on Hobbes.

MANY THINGS CONTRIBUTE TO THE CHANGES IN NATIONS AND REGIONS. THE BELIEFS AND IDEAS OF PHILOSOPHERS AND LEADERS HELPED POSITIVELY AND NEGATIVELY CHANGE MANY REGIONS. TWO LEADERS THAT LEFT AN IMPACT ON SOCIETY WERE MOHONDAS GANDHI AND ADOLF HITLER.

MOHONDAS GANDHI HELPED SHAPE INDIA. HE BELIEVED IN NO VIOLENCE. GANDHI BELIEVED IN USING A LESS-AGGRESSIVE ACT IN ACCOMPLISHING HIS GOALS. HE USED SPEECHES, FASTING, AND BOYCOTTING TO PROVE HIS POINTS. DURING GANDHI'S TIME THE BRITISH MADE AND TAXED SALT. SALT WAS VERY IMPORTANT IN INDIA. GANDHI PROTESTED THIS. HE GATHERED A BUNCH OF FOLLOWER AND LED THEM TO THE OCEAN. THIS WAS CALLED THE "GREAT SALT MARCH." IN THIS HE PROVED HIS POINT BY SHOWING THAT THEY WOULD NOT BUY BRITISH SALT, AND WOULD MAKE THEIR OWN. HIS IDEAS INFLUENCED THE PEOPLE OF INDIA TO BREAK AWAY FROM BRITAIN. HIS IDEAS OF NON-VIOLENCE AND BEING AT PEACE WITH OTHERS AND ONESELF INFLUENCED THE GROWTH OF INDIA. HIS IDEAS INFLUENCED THE PEOPLE OF INDIA TO BE MORE PROSPEROUS AND THAT THERE WERE MORE WAYS TO PROVE A POINT WITHOUT USING WAR AND BLOOD-SHED.

ANOTHER INFLUENTIAL MAN WAS ADOLF HITLER. HE HAD A STRONG INFLUENCE ON PEOPLE, BUT ONLY IN A NEGATIVE LIGHT. HE HAD ALL OF GERMANY UNDER HIS CONTROL. HE BELIEVED IN THE ARIAN RACE, OR THE PERFECT RACE. THIS RACE CONSISTED OF BLOND-HAIR, BLUE-EYED, NON-JEWS. HITLER GOT ALL OF GERMANY TO BELIEVE IN THIS. HE AND HIS FOLLOWERS CALLED NAZIS PUT AND KILLED MILLIONS OF JEWS IN CONCENTRATION CAMPS.

HITLERS IDEAS AND BELIEFS LED TO THE PERSECUTION OF MILLIONS OF JEWS, ALSO KNOWN AS GENOCIDE. HITLER AND THE NAZI PARTY WERE BLAMED FOR THE LOSS OF WWII AND FOR THESE UNSPEAKABLE CRIMES AGAINST JEWS. HITLER GOT HIS GROUP OF FOLLOWERS AND CONSPIRATORS BY BEING PERSUASIVE, MANIPULATIVE AND USING PROPAGANDA.

MANY REGIONS OR NATIONS HAVE BEEN AFFECTED BY POWERFUL LEADERS + PHILOSOPHERS. ADOLF HITLER AND MOHANDAS GANDHI ARE ONLY TWO OF THE MANY LIFE-ALTERING LEADERS. SOME INFLUENCE THEIR REGION FOR THE BETTER AND SOME FOR THE WORSE. SO NO MATTER WHERE ONE LIVES INDIA, CHINA, PALESTINE OR THE U.S., ONE INDIVIDUAL HAS HELPED SHAPE YOUR SOCIETY. WHO KNOWS MAYBE YOU CAN HELP SHAPE TOMORROW!

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing in a general manner the beliefs of Mohandas Gandhi and Adolf Hitler, and the impact of their beliefs on India and Germany
- Is more descriptive than analytical (*Gandhi*: believed in using a less-aggressive act in accomplishing his goals; proved point by showing that Indians would not buy British salt, but would make their own; his ideas of nonviolence and being at peace with others and oneself influenced the growth of India; *Hitler*: had a strong influence on people, but only in a negative light; Hitler and the Nazi Party were blamed for the loss of World War II and for unspeakable crimes against the Jews; got his group of followers and conspirators by being persuasive, manipulative, and using propaganda)
- Includes some relevant facts, examples, and details (*Gandhi*: speeches, fasting, boycotting; British made and taxed salt; Salt March; *Hitler*: Aryan race; concentration camps; genocide)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion, though general, does explore the beliefs of Hitler and Gandhi as well as how those beliefs shaped the overall development of their respective nations.

Many people have stood out throughout history because of the way they feel and how they express it. Philosophers such as Mohandas Gandhi, and Nelson Mendela, have made a change to their nation based on how they have spoken out to achieve their goals.

Mohandas Gandhi, represented India. He wanted his rights and his peoples rights, so he led peaceful strikes to let the British govt know that what they were doing was wrong. He believed in nonviolence so what he and his people did was just not do what the British told them to do. He suffered beatings and fasted for his people, and this resulted in the people not buying any British products. Gandhi told them to make their own cloth and to not buy anything from them. Gandhi was great because he achieved independence for his country. He followed his beliefs and for that he is important.

Another leader who was recognized was Nelson Mendela. He was the first black president in South Africa. In South Africa, the system of Apartheid was used to separate the blacks from the whites. To the black Africans, Apartheid meant they were not

given their human rights and were discriminated ~~against~~ against. Nelson Mendela stood up for his people so they could get their rights. At one time, he was sent to jail for life, but he continued to work for his people. Eventually the Apartheid laws ended and gave black South Africans their rights. No longer would Africans have to show i.d. or go to segregated places. Apartheid was ended. Nelson Mendela became a major idol for black Africans because of his part in getting rid of apartheid in South Africa. He was a great president for their country.

These two philosophers as well as many others have made a point throughout history about their beliefs. They accomplished their goal even if they stood alone by the courage that they could achieve what they wanted.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing the beliefs of Mohandas Gandhi in India and those of Nelson Mandela in South Africa
- Is more descriptive than analytical (*Gandhi*: wanted his rights and his people's rights so he led peaceful strikes; what he and his people did was just not do what the British told them to do; suffered beatings and fasted for his people; *Mandela*: to the black South Africans, apartheid meant they were not given their human rights and were discriminated against; stood up for his people; sent to jail for life; was a major idol for black Africans)
- Includes some relevant facts, examples, and details (*Gandhi*: nonviolence; told them to make their own cloth; independence; *Mandela*: apartheid used to separate the blacks from the whites; human rights; show ID; segregated places)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While few specific details are presented, the general description of the beliefs and the impact of these leaders' ideas on the citizens and the governments of their nations demonstrate an understanding of the theme.

Through out time the people of a nation or region have always sought leaders. Mahandas Ghandi of India and Confucius of China are two leaders who changed those regions drastically. The philosophies and practices of these men helped mold their nations into a new place.

Ghandi, a peaceful philosopher and leader, single handedly changed the face of India. His main teaching was the idea of civil obedience, or Nonviolent protest. This peaceful insubordination style of rebellion against Britain soon spread throughout India. They part took in protests like the Salt March and the cloth boycott. Finally, thanks to Mahandas Ghandi's leadership India was free of British rule.

In China, Confucius is a figure of great wisdom. He practiced the idea of knowing your role in society, or limiting the rights of the individual to better the whole. Confucius's scribes, who were also his student followers, recorded his beliefs in a collection

called "the Analects". "The Analects" went on to become the major influence on the Chinese government and bureaucracy. In fact the civil service test was almost completely based on the teachings of Confucius.

Both Ghandi's and Confucius's teachings impacted their society deeply. Due to their leadership the area they lived in is now much different. What would those nations be like if Ghandi and Confucius never stepped up?

Anchor Level 2-A

The response:

- Minimally develops some aspects of the task by discussing Mohandas Gandhi and his beliefs in India and Confucius and his beliefs in China
- Is primarily descriptive (*Gandhi*: peaceful philosopher and leader, single handedly changed the face of India; peaceful insubordination style of rebellion against Britain soon spread throughout India; *Confucius*: practiced the idea of knowing your role in society or limiting the rights of the individual to better the whole; the Analects went on to become the major influence on the Chinese government; the civil service test was almost completely based on the teachings of Confucius)
- Includes few relevant facts, examples, and details (*Gandhi*: nonviolent protest; Salt March; cloth boycott; *Confucius*: scribes; bureaucracy); includes a minor inaccuracy (*Gandhi*: civil obedience)
- Demonstrates a general plan of organization; has an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. While the response is organized, the discussion of leadership is superficial with several oversimplifications. It includes some detail but only mentions and does not discuss the impact of each leader's philosophy.

There are two different people that helped shape their country. One of them is Mohandas Gandhi.

Mohandas Gandhi was not a violent person and he want India to be independent form British Imperialism. He managed to get India to start making their own textiles and he used the spinning as a symbol of the revolt. Later he fasted when he was in jail that help slowly helped the Indians of India to gain their independence. His quote was "India for the Indians". Cause of him India was independent after WW II.

The second is a philosopher of the Chinese culture named Confucius. He started the religion of Confucianism that emphasizes the bond between father & son, worker and Boss and brother to brother.

With these he made several rules for Chinese that help their society like having state workers take tests to get their jobs.

These are two people that had an idea that help their community.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task by describing the beliefs of Gandhi in India and of Confucius in China
- Is primarily descriptive (*Gandhi*: not a violent person; wanted India to be independent of British imperialism; managed to get India to start making their own textiles; used spinning as a symbol of the revolt; fasted when he was in jail; *Confucius*: bond between father and son, worker and boss, and brother to brother; rules for Chinese that helped their society like having state workers take tests to get their jobs)
- Includes few relevant facts, examples, and details (*Gandhi*: “India for the Indians”; independent after World War II); includes some inaccuracies (*Confucius*: started the religion of Confucianism)
- Demonstrates a general plan of organization; has a simple introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of both men lacks depth because of the limited specific details. The discussion of the impact of the leaders’ ideas on their nations is weak.

Throughout history there have been many different leaders and philosophers that have led changes to nations and regions. Leaders can change the way people ~~do~~^{live} and their entire lives. ~~Leaders~~ ^{Philosophers} can find new things, and new places. They both are a great effect to history.

Mahandas Ghandi helped many people throughout his years. He was a famous leader who wanted more freedom for his people from the British. He went on hunger strikes and this helped ~~him~~ because it got the people to listen to him. Ghandi changed the nation because of the freedom he got.

Hitler was yet again another leader who made a change in the nation. Hitler was a person who despised minority groups such as the Jews. Hitler and many different nazi leaders executed over 6 million Jews in concentration camps, a time known has the holocaust. He also executed millions of other minority groups. Hitler changed the nation because there were very few Jews

Just after the holocaust when the war ended the Jews went free but they still today are hurt by it, ~~and as~~

Leaders and Philosophers change the global history in ways that even can effect us. They were and still are an important part of the world. Even Today there are philosophers and leader's that will soon be history.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task by identifying the beliefs of Mohandas Gandhi and Hitler, stating some actions taken by these leaders, and mentioning an impact of these actions
- Is primarily descriptive (*Gandhi*: was a famous leader who wanted more freedom for his people from the British; *Hitler*: despised minority groups such as the Jews;) includes weak analysis (*Hitler*: changed the nation because there were very few Jews left after the Holocaust)
- Includes few relevant facts, examples, and details (*Gandhi*: hunger strikes; *Hitler*: Nazi leaders; executed over 6 million Jews; concentration camps; Holocaust)
- Demonstrates a general plan of organization; lacks focus; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the leaders is very general and does not specifically mention a nation or region that was changed. The response does discuss the impact of Hitler's ideas on a specific group of people, the Jews, but that is not the focus of the essay question.

Mahatma Gandhi and Hitler

Were two people who led their nation to change. Two very different types of change. Gandhi helped his country and Hitler dragged his country in to war.

Mahatma Gandhi was a very powerful leader, he knew what he was doing and knew how to get his way. ~~With~~ All the non-violent protest he led, like the Salt March, helped his country in some way. As a leader he bettered his country by fighting for freedom and fighting to demolish unjust laws so his followers could live free and be happy.

Hitler was a powerful leader as well, he somehow got people to believe that Jewish people were so horrible that they should all be locked up and killed.

Many people followed his belief and joined Hitler and the Nazis. Hitler changed his country very much, he got them tangled up in war and lost. They owned all the countries that defeated them a lot.

of money and lost many people fighting this war. Germany has forever changed because of Hitler's actions.

Gandhi and Hitler both changed their countries. Gandhi for the better by helping India gain its freedom. Hitler for the worse by losing a war and ~~showing~~ ^{protecting} many countries that Germany can't be trusted. The changes made a huge impact on how those countries and the people living in them function today.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing the beliefs of Gandhi in India and Hitler in Germany
- Is descriptive (*Gandhi*: bettered his country by fighting for freedom and fighting to demolish unjust laws so his followers could live free and be happy; *Hitler*: got people to believe that Jewish people were so horrible that they should all be locked up and killed); includes some weak application and lacks analysis
- Includes few relevant facts, examples, and details (*Gandhi*: nonviolent protest; Salt March; *Hitler*: Nazis)
- Demonstrates a general plan of organization but lacks focus; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response consists of a very general discussion with limited development of the ideas and beliefs of both leaders.

The ideas and beliefs of philosophers and leaders have led to changes in nations and regions. This can be shown by exploring and discussing each belief ~~of the~~ ~~and~~ or idea has changed.

One nation or region.

Confucius was a philosopher in China. He wanted each member of the family to be an individual. He then created Confucianism where the individual was the main focus. Everyone who followed him thought he was a god. ~~He~~ ~~founder~~ that he always traveled spreading his belief until he died. Still to day Confucius is looked up to as a leader and a philosopher.

Otto von Bismarck was a ruler in Germany. He used a well thought out method called blood and Iron. It changed Germany, ~~as~~ this policy by either killing people or by sending them to work in factories. Hence blood and Iron. Otto von Bismarck was a ruler for many years where he used this policy. Many Germans ~~had~~ who looked at him as a poor ruler was killed those who thought he was a great leader were put to work also. Otto von Bismarck was one of Germany's worst leaders.

Throughout our study of Global History, we

Have shown that the ideas and beliefs of philosophers and leaders have led to changes in nations and regions.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task in an effort to discuss the ideas of Confucius in China and Otto von Bismarck in Germany
- Is descriptive (*Confucius*: looked up to as a leader and philosopher; *Bismarck*: used a well-thought-out method called blood and iron); lacks understanding, application, and analysis
- Includes few relevant facts, examples, and details (*Confucius*: always traveled spreading his belief); includes inaccuracies (*Confucius*: wanted each member of the family to be an individual; individual was the main focus; *Bismarck*: policy either killed people or used them to work in factories, hence blood and iron)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to address most aspects of the task; however, the development is minimal and contains few relevant details. In addition, inaccurate overgeneralizations and meaningless statements confuse the effort.

Throughout history many nations or regions have been affected by the beliefs of certain people. These people, philosophers or leaders, and their ideas have led to changes and reforms into their regions. Two such people are Otto van Bismarck and Nelson Mandela.

Otto van Bismarck was a Chancellor under Kaiser Wilhelm. Bismarck believed the only way to achieve a united Germany was through a policy of "blood and iron" or war. Bismarck led the German people into three wars of conquest, fighting in France, Austria, and Denmark for territory and for the German people's unification. Bismarck's belief in "blood and iron" led the German people to getting their own unified state. His ideas also led Germany to have a militaristic mindset which led to aggression in the early twentieth century.

Nelson Mandela is another leader whose ideas impacted a nation. Mandela was from South Africa. A nation in which the white minority (20%) dominated and oppressed the black majority (80%). The whites practiced a policy of apartheid in which they unfairly treated the blacks. Nelson Mandela believed that everyone should be treated equally. To achieve this he protested. After several protests and the Sharpeville Massacre Mandela was thrown in prison because of how he disagreed with apartheid. While in jail, his friend Desmond Tutu led non-violent protests and encouraged economic

Thematic Essay—Practice Paper – A

santions against South Africa. Eventually there were enough support for Mandela that the government began to end apartheid and Mandela was freed. Mandela then became South Africa's first black president and helped encourage black and white unity in that country.

In conclusion Nelson Mandela and Otto van Bismarck are two leaders whose ideas and beliefs ended up changing nations and regions. They are just two of the many people throughout history to have such an effect.

Thematic Essay—Practice Paper – B

Gandhi went against the government
And he won freedom for his
people

John Locke thought the Church
was doing wrong things
He went against it got other
people to go against it too and
won.

Leaders and philosopher's have impacted humans by their ideas and had brought about changes to different nations and regions. Their ~~are~~^{are} many that showed their opinions on certain politics and other problems, ~~but~~^{and} only Confucius and Adolf Hitler were two of them. They spread their strength through specific regions and areas.

Confucius was a philosopher that spread his ideas to a variety of people. He had his own religion called confucianism and many ~~were~~^{had} followed it. His teachings impacted many by following them and living by the rules of this religion. Those that decided to follow his ways changed their lives and lived differently than the way they lived their lives before. This religion spread to different regions of the world and became popular as it spread. People started to change their lives because they were influenced by the way others were living too. China was one area many believed it was the place live and the way to live.

Hitler was a leader of great power and strength not only to himself but to everyone around him. His idea of the Holocaust was to create more living space for the others. By that type of attitude he decided the Jews would have to go. Severe actions were taken to follow through with this goal. Germany was a place that was changed forever due to the way Hitler decided to take care of this problem. People were changed because of the number of deaths.

These two specific leaders influenced different areas of different ways of power and strength. People had changed their lives ~~off~~ and never were the same. Specific humans were impacted upon by their ideas and brought about changes to different nations and regions.

Throughout history, there have been many leaders and philosophers who have changed their nation forever. Two examples of leaders that have changed their nation are Mohandas Ghandi and Nelson Mandella. Both Ghandi and Mandella are examples of people who changed the course of history for their nation and made a lasting impression on people all around them. Two ways in which Ghandi changed his nation of India were, his use of civil disobedience and peaceful protest against the British Nation, and his attempt to unite the feuding Hindus and Muslims that occupied India. Two ways in which Nelson Mandella changed his nation of South Africa were, by standing up and protesting against the harsh injustices black South Africans had to face under apartheid, and becoming a voice that black South Africans could follow in order to achieve the human rights they were born with, and were being denied of.

Mohandas Ghandi is a prime example of a leader who changed his nation forever. One way Ghandi had such a great impact on India was by using his ideas of civil disobedience and peaceful protest. Under British rule, many of Ghandi's fellow Indians were being treated very unfairly. The British imposed unreasonable taxes and tarrifs that made life very difficult for the Indian people. The British also took advantage of the Indian people by forcing them to labor on behalf of the British landlords. They were forced to grow cash crops for British sale, and were encouraged to purchase

cheap cloth from ~~other~~ Britian. Mohandis Ghadi's concept of civil disobedience called for Indians to protest these harsh injustices, but do it in a non-violent manner. Instead of rallying up ad committing acts of terror against the British, Ghandi called for such protests as refusing to buy or wear British cloth. Acts such as these have made a lasting impact on the land of India today. Many Indian's still follow Ghandi's idea of civil disobedience and use it to protest unfair and unjust policies. Another impact that Ghadi made on India was his attempt to unite the feuding Hindus and muslims. There had been an extensive history of fighting even before Ghandhi was known. By attempting to unite the two, Ghadi showed several people in India that fighting was pointless and people should learn to get along. Although Ghandi was un sucessful in uniting Hindus and Muslims, his voice and ideas on the subject have made a lasting impression on the nation of India and the world.

Another leader who changed the course of history for his nation was Nelson Mandella. One way in which Mandella accomplished this was by protesting the unfair treatment of Black South Africans under apartheid. Apartheid was a political, social and economic system in Africa in which the blacks and whites were segregated. Under apartheid, most whites lived under very nice and prosperous

conditions, whereas blacks lived in a state of poverty and restriction. While in prison for over 20 years, Mandella protested this segregation and stated that blacks and whites should be united and equal under the laws of South Africa. Mandella became the voice for many Black South Africans thus allowing them to voice their opinion so that the whole world was aware of the way in which they were forced to live. It is because of Mandellas hard work and ideas that South Africa is now one unified Nation living under a new constitution. If not for Mandella South Africa may still be Segregated today.

Great leaders have influenced their nations in many ways throughout history. Two examples of leaders who have accomplished this are Mohandas Ghandi and Nelson Mandella. If not for these two men the nations of India and South Africa could quite possibly be very different places today.

Many ideas of philosophers and leaders have changed the beliefs, and/or ideas of the nation or surrounding regions. Two of these people were Nelson Mandela and Mao Zedong. Although some of the leaders may have influenced their country it wasn't necessarily changed in a good way.

One of such leaders was Mao Zedong. Mao Zedong was a leader of China from c. 1949–1962. Zedong tried to convert China into a communist country, but despite his many efforts his plan failed. He tried many things to convert China to communism, such as a five-year-plan, taken from Lenin, a leader of Russia. Another way he tried to convert China was with his "Little Red Book". Every person was supposed to read this book so they would become

a better Communist, but it too failed.

Another person who changed the lives, and ideas of many was Nelson Mandela. Nelson Mandela was a South African Reformer who tried to achieve political freedom for the black population of Africa. He alone faced over 20 years in jail due to his beliefs, until he was finally released. Then him and DeKlerk helped create a better political system to allow blacks and other minorities more political freedom.

In conclusion Many leaders and philosophers have influenced peoples beliefs and ideas. Through the help of these people other nations are as we know them today. Also many people have been altered or changed forever by their leaders.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing the beliefs and impact of Otto von Bismarck in Germany and of Nelson Mandela in South Africa
- Is more descriptive than analytical (*Bismarck*: militaristic mindset led to aggression in the early twentieth century; believed the only way to achieve a united Germany was through a policy of war; *Mandela*: believed that everyone should be treated equally; started many protests to try and achieve equality; Tutu's encouragement of economic sanctions against South Africa; helped encourage black and white unity)
- Includes some relevant facts, examples, and details (*Bismarck*: chancellor; Kaiser Wilhelm; “blood and iron”; France; Austria; Denmark; unification; *Mandela*: white minority; black majority; apartheid; protested; Sharpeville Massacre; prison; Desmond Tutu; became South Africa’s first black president)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response consists of a good general discussion incorporating some details, but the superficial treatment fails to develop the long-term implications of Germany’s militarism.

Practice Paper B—Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details

Conclusion: Overall, the response fits the criteria for level 0. It merely refers to the task in a very general way and offers no accurate supporting detail.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing Confucius in China and Adolf Hitler in Germany
- Is descriptive (*Hitler*: Holocaust was to create more living space for the others; *Confucius*: philosopher that spread his ideas to a variety of people); has limited application and lacks analysis
- Includes few relevant facts, examples, and details (*Hitler*: Jews; *Confucius*: teachings impacted many; ways changed their lives)
- Demonstrate a general plan of organization; contains digressions; does not clearly identify which aspect of the task is being addressed; contains a general introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response uses minimal information to address each leader and shows a very limited understanding of the task, furnishing few specific details. Broad statements are meaningless because they are not linked with facts that explain them.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the major ideas of Mohandas Gandhi and Nelson Mandela and discussing how those ideas affected protest movements in British-ruled India and in South Africa under apartheid
- Is more analytical than descriptive (*Gandhi*: the British took advantage of the Indian people by forcing them to labor on behalf of the British landlords; civil disobedience called for Indians to protest harsh injustices, but do it in a nonviolent manner; made a lasting impact on the law of India today; although Gandhi was unsuccessful in uniting Hindus and Muslims, his voice and ideas on the subject have made a lasting impression on the nation of India and the world; *Mandela*: becoming a voice that black South Africans could follow in order to achieve the human rights they were born with; blacks and whites should be united and equal under the laws of South Africa; Mandela became the voice for black South Africans, thus allowing them to voice their opinion so that the whole world was aware of the way in which they were forced to live)
- Richly supports the theme with relevant facts, examples, and details (*Gandhi*: civil disobedience; peaceful protest; feuding Hindus and Muslims; taxes and tariffs; forced labor; cash crops; segregated; *Mandela*: protesting harsh injustices; apartheid; political, social, and economic system; most whites lived under prosperous conditions; blacks lived in poverty and restriction; in prison for over 20 years; protested segregation; new constitution)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response draws strong parallels when discussing the impact of unfair treatment on the people of India and South Africa. It compares Gandhi and Mandela in terms of their philosophies, actions, and outcomes, thus demonstrating the influence a leader's beliefs can have on the course of history.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task with little depth by identifying but not discussing the ideas or impact of Mao Zedong in China and Nelson Mandela in South Africa
- Is primarily descriptive (*Mao*: tried to convert China into a communist country; *Mandela*: South African reformer who tried to achieve political freedom for the black population of Africa) includes faulty and isolated analysis (*Mao*: every person was supposed to read the Red Book so they would become a better communist but it too failed; *Mandela*: with de Klerk helped create a better political system to allow blacks and other minorities more political freedom)
- Includes some relevant facts, examples, and details (*Mao*: five-year plan; Lenin; Russia; Little Red Book); includes some minor inaccuracies (*Mao*: leader from c. 1949–1962; *Mandela*: over 30 years in jail)
- 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. While the response identifies the ideas of the leaders, the supporting details and discussion of the impacts is limited, simplistic, and at times vague.

Global History and Geography
Part A Specific Rubric
Document-Based Question—January 2006

Document 1

We must look this matter in the face, and must recognise that in order that we may have more employment to give we must create more demand. Give me the demand for more goods and then I will undertake to give plenty of employment in making the goods; and the only thing, in my opinion, that the Government can do in order to meet this great difficulty that we are considering, is so to arrange its policy that every inducement [encouragement] shall be given to the demand; that new markets shall be created, and that old markets shall be effectually developed. You are aware that some of my opponents please themselves occasionally by finding names for me—and among other names lately they have been calling me a Jingo [extreme nationalist]. I am no more a Jingo than you are. But for the reasons and arguments I have put before you tonight I am convinced that it is a necessity as well as a duty for us to uphold the dominion [power] and empire which we now possess. For these reasons, among others, I would never lose the hold which we now have over our great Indian dependency—by far the greatest and most valuable of all the customers we have or ever shall have in this country. For the same reasons I approve of the continued occupation of Egypt; and for the same reasons I have urged upon this Government, and upon previous Governments, the necessity for using every legitimate opportunity to extend our influence and control in that great African continent which is now being opened up to civilisation and to commerce; and, lastly, it is for the same reasons that I hold that our navy should be strengthened—until its supremacy is so assured that we cannot be shaken in any of the possessions which we hold or may hold hereafter. . . .

Source: Joseph Chamberlain, *Foreign and Colonial Speeches*, George Routledge & Sons, 1897

- 1 Based on this document, state *one* reason Joseph Chamberlain believed colonies were valuable to Great Britain.**

Score of 1:

- States a reason Joseph Chamberlain believed colonies were valuable to Great Britain
 - Examples:* they would lead to more employment; they would increase demand for goods; they would create new markets; old markets would be developed; supremacy would be maintained; would give opportunity to extend influence and control over Africa

Score of 0:

- Incorrect response
 - Examples:* they were old markets; the navy was weak; to make India independent
- Vague response that does not answer the question
 - Examples:* the government could arrange its policy; he was a Jingo; African continent; India is most valuable of all customers we have
- No response

Document 2

... The value of the Industrial mission, on the other hand, depends, of course, largely on the nature of the tribes among whom it is located. Its value can hardly be over-estimated among such people as the Waganda, both on account of their natural aptitude and their eager desire to learn. But even the less advanced and more primitive tribes may be equally benefited, if not only mechanical and artisan work, such as the carpenter's and blacksmith's craft, but also the simpler expedients [ways] of agriculture are taught. The sinking of wells, the system of irrigation, the introduction and planting of useful trees, the use of manure, and of domestic animals for agricultural purposes, the improvement of his implements [tools] by the introduction of the primitive Indian plough, etc. — all of these, while improving the status of the native, will render [make] his land more productive, and hence, by increasing his surplus products, will enable him to purchase from the trader the cloth which shall add to his decency, and the implements and household utensils which shall produce greater results for his labour and greater comforts in his social life. . . .

Source: Frederick D. Lugard, *The Rise of Our East African Empire*, Frank Cass & Co., 1893

2 Based on this document, state *two ways* British imperialism would benefit Africans.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way British imperialism would benefit Africans

Examples: they would learn mechanical/artisan work; they would learn simpler ways of agriculture; they would learn to sink wells; they would learn about irrigation; their land would become more productive; they will be able to purchase cloth/implements/household utensils; they would have greater comforts in their social life; they would increase their surplus products

Score of 0:

- Incorrect response
Examples: tribes would be more primitive; land would become less productive
- Vague response that does not answer the question
Examples: equal benefits; greater results; things would be better
- No response

Document 3

... Let it be admitted at the outset [beginning] that European brains, capital, and energy have not been, and never will be, expended [spent] in developing the resources of Africa from motives of pure philanthropy [goodwill]; that Europe is in Africa for the mutual benefit of her own industrial classes, and of the native races in their progress to a higher plane; that the benefit can be made reciprocal [equivalent], and that it is the aim and desire of civilised administration to fulfil this dual mandate.

By railways and roads, by reclamation [recovery] of swamps and irrigation of deserts, and by a system of fair trade and competition, we have added to the prosperity and wealth of these lands, and [have] checked famine and disease. We have put an end to the awful misery of the slave-trade and inter-tribal war, to human sacrifice and the ordeals of the witch-doctor. Where these things survive they are severely suppressed. We are endeavouring [trying] to teach the native races to conduct their own affairs with justice and humanity, and to educate them alike in letters and in industry. . . .

Source: Lord [Frederick D.] Lugard, *The Dual Mandate in British Tropical Africa*, Archon Books, 1922

3 According to this document, what were *two ways* the British improved the lives of Africans?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the British improved the lives of Africans

Examples: building railways/roads; reclaiming swamps; irrigating deserts; checked famine/disease; ended slave trade; ended intertribal war; teaching them to conduct their own affairs; educating them

Score of 0:

- Incorrect response
Examples: Europe is in Africa for mutual benefit; it is a dual mandate; native races conducted their own affairs
- Vague response that does not answer the question
Examples: philanthropy; reciprocal benefits; British brains/capital/energy have been expended; helped natives in progress to a higher plane
- No response

Document 4



- 4 Based on the information in this map, state *one* change that occurred in Asia as a result of the expansion of the Japanese empire.**

Score of 1:

- States a change that occurred in Asia as a result of the expansion of the Japanese empire
Examples: Japan had spheres of influence in Asia; Korea became a territory of Japan; Taiwan became a territory of Japan; Japan had spheres of influence in Manchuria; Japan acquired parts of Asia

Score of 0:

- Incorrect response
Examples: Japan controlled Asia; Korea was independent
- Vague response that does not answer the question
Examples: Korea and Taiwan were the same; imperialism; Japan expanded
- No response

Document 5

. . . The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, John Day Company, 1946

5 According to Jawaharlal Nehru, what were *two ways Great Britain exploited the Indian economy?*

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way Great Britain exploited the Indian economy

Examples: the British market was closed to Indian products; Indian markets were opened to British goods; Indian goods were shut out of Britain by law; Indian manufactures were restricted/crushed; old Indian industries were broken up; Britain restricted flow of Indian goods within the country itself

Score of 0:

- Incorrect response

Examples: Indians organized the East India Company; Indian products could only be sold in British markets; East India Company carried textiles and spices to Europe

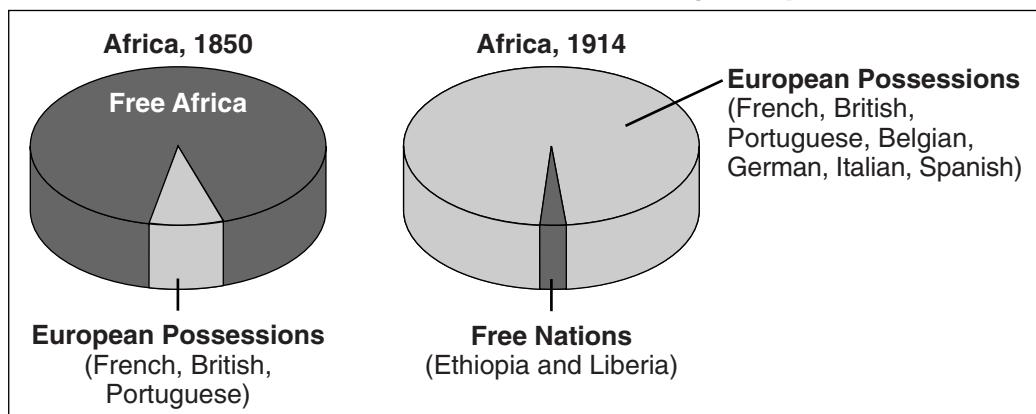
- Vague response that does not answer the question

Examples: British markets; Indian products; growth of industry; industrial capitalists demanded change; they made things harder

- No response

Document 6

Amount of African Land Controlled by Europeans



Source: *World History, Connections to Today*, Core Support, Prentice Hall, 2001 (adapted)

6 Based on these graphs, state *one* change that occurred in Africa between 1850 and 1914.

Score of 1:

- States a change that occurred in Africa between 1850 and 1914

Examples: there are fewer free nations in Africa in 1914; Europeans control most of Africa in 1914; France, Britain, and Portugal are not the only European nations to have possessions in Africa in 1914; Ethiopia and Liberia are the only free nations left in Africa in 1914; the number of independent nations in Africa declined; European possessions in Africa increased

Score of 0:

- Incorrect response

Examples: there were no free nations in Africa in 1914; Europeans control all of Africa in 1914

- Vague response that does not answer the question

Examples: free nations in 1914; control of African land; Ethiopia and Liberia; things changed; there were more countries

- No response

Document 7

. . . When the great scramble for Africa began in the last quarter of the nineteenth century, colonies had become a necessary appendage [extension] for European capitalism, which had by then reached the stage of industrial and financial monopoly that needed territorial expansion to provide spheres for capital investment, sources of raw materials, markets, and strategic points of imperial defence. Thus all the imperialists, without exception, evolved the means, their colonial policies, to satisfy the ends, the exploitation of the subject territories for the aggrandizement [enhancement] of the metropolitan [imperialistic] countries. They were all rapacious [greedy]; they all subserved the needs of the subject lands to their own demands; they all circumscribed [limited] human rights and liberties; they all repressed and despoiled [violated], degraded and oppressed. They took our lands, our lives, our resources, and our dignity. Without exception, they left us nothing but our resentment, and later, our determination to be free and rise once more to the level of men and women who walk with their heads held high. . . .

Source: Kwame Nkrumah, *Africa Must Unite*, International Publishers, 1970

7 According to the document, what is *one* criticism made about the European imperialist?

Score of 1:

- Identifies a criticism made about the European imperialist

Examples: imperialists established colonial policies to satisfy themselves; they exploited subject territories for the enhancement of their country; they were greedy; they put their own demands before the needs of the subject lands; they limited human rights and liberties; they took the lands/resources of the subjects; they took the lives/dignity of their subjects; they left their subjects with resentment

Score of 0:

- Incorrect response

Examples: they needed territorial expansion; they ended the scramble for Africa; Africa had raw materials; they needed spheres for capital investment

- Vague response that does not answer the question

Examples: necessary extension; Africa must unite; they evolved the means; they needed raw materials/markets/points of defense

- No response

Document 8

Japanese Treatment of Koreans during World War II

. . . In order to make Koreans just like the Japanese, the Korean people were forced to change their family names into Japanese names. In religion [religious] life, Japan forced the Korean people to worship the Japanese gods as a part of their duty.

This policy was aimed at erasing the Korean nation [cultural identity] from the earth forever and to nurture [treat] them as colonial subjects and slaves obedient only to the Japanese.

Ultimately, the Japanese drew countless Korean youths and women to the battle fields, factories, and mines to aid in their conquests and wars. . . .

— Radio Korea International, 2003
Source: http://rki.kbs.co.kr/src/history/hok_contents.asp

8 Based on this document, state *two* effects of Japanese occupation on the Korean people.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of Japanese occupation on the Korean people

Examples: loss of family names; they were forced to worship Japanese gods; they were treated as colonial subjects; they were treated as slaves obedient only to the Japanese; Korean youths/women were forced to help the Japanese on battlefields/in factories/in mines; they were forced to change their religion; loss of Korean cultural identity

Score of 0:

- Incorrect response

Examples: Japanese had to change their names; Korea was erased from the earth; Japan was a colony of Korea; Koreans forced Japanese to worship their gods

- Vague response that does not answer the question

Examples: Japanese gods were a duty; Koreans are just like the Japanese; Japan's conquests and wars

- No response

Global History and Geography
Content-Specific Rubric
Document-Based Question—January 2006

Historical Context: In the late 1800s and early 1900s, imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person's point of view.

- Task:**
- Discuss imperialism from the point of view of the imperialist power
 - Discuss imperialism from the point of view of the colonized people

Do not use an example of imperialism from United States history in your answer.

Scoring Notes:

1. An example of imperialism from United States history may not be used, e.g., acquisition of the Philippines as a result of the Spanish American War.
2. Information used to discuss imperialism from the point of view of imperialist powers may be the same information as that used to discuss imperialism from the point of view of the colonized people, e.g., both the British and the Indians may view *providing an education* as a positive effect.
3. Imperialism from the point of view of the imperialist power could include a discussion of the causes of imperialism and imperialism from the point of view of the colonial people could include a discussion of the effects of imperialism.
4. The discussion of imperialism from the point of view of imperialist powers or from the point of view of colonized people may target specific countries or areas *or* the discussion may have a more general focus.
5. The points of view expressed do not need to focus on the same nation or region, e.g., the student may discuss the British view of its colonization of India and then discuss the effects of Japanese imperialism on the people of Korea.
6. Information about examples of imperialism before the late 1800s and after the early 1900s may be included as long as these examples enhance the discussion of imperialism in the late 1800s and early 1900s, e.g., Spanish imperialism in the Americas in the 1500s as a comparison to European imperialism in Africa.
7. The point of view of the imperialist power or of the colonized people is subject to the evaluator's point of view. The response may discuss a point of view from a variety of perspectives as long as accurate historical facts and examples support the position. The point of view could be explicit or implied.

Score of 5:

- Thoroughly develops ***all*** aspects of the task evenly and in depth by discussing imperialism from the point of view of an imperialist power *and* from the point of view of a colonized people
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Africa*: connects new agricultural practices to improved production and subsequent destruction of traditional native practices; *India*: connects the relationship of British building of railroads in India to the improved standard of living and notes the intensified class distinctions
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to imperialism from the point of view of the imperialist power and from the point of view of the colonized people (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *India*: traditional economic system; cottage industry; role of the caste system; Mohandas Gandhi; traditional parliamentary system of government; cash crops)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people but may do so somewhat unevenly such as discussing one point of view of the task more thoroughly than the other point of view
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *India*: discusses how the British textile industry benefited from imperialism and Indian industries suffered; discusses benefits of building railroads in colonies which provided natives with employment
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops **all** aspects of the task with little depth *or* thoroughly develops **one** aspect of the task evenly and in depth and meets the other Level 5 score criteria
- 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

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **one** aspect 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

Key Ideas from the Documents

Imperialism from Point of View of Imperialist Powers	Imperialism from Point of View of Colonized People
Increased demand for goods, which would create more employment in the imperialist country (Doc 1, Doc 5)	Loss of Asian territory in Korea, Taiwan, Karafuto to Japan (Doc 4)
Development of more markets (India, Egypt, Africa) (Doc 1)	Development of spheres of influence by Japan in Manchuria, Shantung, Fukien (Doc 4)
Need to maintain the empire; strengthening of British navy to guarantee supremacy (Doc 1)	Closing of British market to Indian products; exploitation of Indian markets (Doc 5)
Need for Britain's continued occupation of Egypt and expansion of influence into Africa (Doc 1)	Destruction of traditional Indian industries (textiles, glass, shipbuilding, metalwork, and paper) (Doc 5)
British benefits for Africans—new skills; new ways of agriculture (wells, irrigation, planting of useful trees, use of manure, use of domestic animals); improvement of tools (plow); more productive land; increased surplus products to sell; increased purchasing power (Doc 2)	Passage of British legislation excluding Indian goods; influence of exclusion on other foreign markets for Indian exports (Doc 5)
British presence in Africa not purely philanthropy; benefits for Britain's industrial classes and aid to native races in their progress to a higher life (Doc 3)	Prevention of flow of Indian goods within India; restriction of growth of Indian industries (Doc 5)
Improved life for Africans—built railroads, built roads, reclaimed swamps, irrigated deserts, established a system of fair trade and competition, checked famine and disease, ended slave trade and inter-tribal war, provided education (Doc 3)	Effect of collapse of Indian textile industry on weavers and artisans (Doc 5)
Expansion of territory and spheres of influence in Asia for Japan (Doc 4)	Loss of African independence to Europeans; increased number of European nations with control and possessions (Doc 6)
Opening of Indian markets to British manufactures; ability to control Indian exports (Doc 5)	Only Ethiopia and Liberia not controlled by European nations in 1914 (Doc 6)
European control of most of Africa by 1914; increased number of European nations with control and possessions (Doc 6)	Resentment and determination to be free as a result of taking of lands, lives, resources, and dignity (Doc 7)
Colonies necessary for European capitalism—spheres for capital investment, sources of raw materials and markets, and strategic points of imperial defense (Doc 7)	Exploitation of subject territories for enhancement of imperialist countries; devaluing the needs of subject lands to imperialist's own demands, limiting of human rights and liberties (Doc 7)
“Scramble for Africa”—keeping industrial and financial monopoly; need for territorial expansion (Doc 7)	Loss of Korean culture—forced to accept Japanese family names and to worship Japanese gods (Doc 8)
Control of Koreans by Japanese; treatment as colonial subjects and slaves; desire to erase cultural identity of Koreans (Doc 8)	Use of Korean youths and women in Japanese conquest and wars (Doc 8)

Relevant Outside Information

(This list is not all-inclusive.)

Imperialism from Point of View of Imperialist Powers	Imperialism from Point of View of Colonized People
Mercantilism as background for “New Imperialism”	Enrichment of Europe at colonies expense
“White Man’s Burden,” Rudyard Kipling	Fostering of racism, prejudice, and discrimination
Need for natural resources because of the Industrial Revolution—Britain’s “Workshop of the World”; Meiji Restoration in Japan	Ignoring native groups in setting new political boundaries
British need for new political forms—colonial courts, groundwork for parliamentary systems, government administrative agencies	Damage to colonies with policies of “divide and conquer”
Enrichment of life (art, music) with introduction to other cultures	Wars as a result of competition for colonies (Indian wars, Boer War, Sino-Japanese War, Russo-Japanese War, World War I)
Expansion of British empire—“The Sun never sets on the British Empire.”	Destruction of native agricultural practices (traditional agriculture); introduction of one-crop (cash crop) economies (tea in India)
Spread of Christianity to Africa	Long-term destabilization in former colonies (Congo, South Africa)
Competition for colonies and Berlin Conference; division of Africa between European powers (1885)	Destruction of unity of African clans by adoption of European religion
Need for Suez Canal as a connection to India	Intensified class distinctions in some colonies (India)
Favorable balance of trade for colonizing countries	Increased nationalism
Influence of Japan’s lack of natural resources in its need for colonies	Development of independence movements
Colonies—symbol of “great power” status	
East Asia Co-Prosperity sphere and “Asia for Asians”	
Social Darwinism; ethnocentrism	
Extraterritoriality	

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

During the late 1800s and early 1900s strong powerful nations started to conquer and take over other nations for their raw materials and strategic positions. Great Britain, Germany, Italy, and Japan were nations who took part in these actions. The mentality of these nations was like Darwin's Theory of Natural Selection and Survival of the Fittest. These nations, along with many others, felt that they were the strongest nations and that they were doing other nations a favor when they took them over. Yet the colonies that were being taken over thought differently.

The Scramble for Africa was a time in history where European nations, especially Britain, started to explore the interior of Africa. Fueled by the need for raw materials and new markets, European nations competed with each other for the same land. Before 1850 in Africa, there was very little European influence, but the Berlin Conference changed that in 1885 and by 1914 few nations remained independent. (Document b)

European powers looted Africa of its riches. Once Great Britain found out there were diamonds in South Africa, they decided to go to war with the descendants of Dutch Boers (farmers), because the Boers controlled the area with the diamonds. Britain gained control of South Africa as a result of the war. In the Belgian Congo, King Leopold's representatives treated Africans so poorly that even Europeans condemned him.

Prior to the Scramble for Africa, the British African

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

Colonies on the coast were important because they could set up more trading posts and fueling stations for the navy. (Document 1)

The British thought that by entering Africa they could teach the tribes Carpentry and blacksmithing and new technology and ideas. (Document 2) The British then started to setup railways and roads to increase transportation to move goods in Africa while claiming these benefited the Africans. While the British ended the slave trade and tribal wars in Africa, they also destroyed social structure and economic systems. (Document 3)

Britain did not just have colonies in Africa, they have controlled India for a very long time. India was a big reason the British economy flourished and they became a very powerful nation.

In 1946, an article by Nehru explained how the British government planned to take over the East India Company. While India was trying to keep their economy alive and stay alive, the British had other plans. The British restricted and crushed the independent Indian economy turning India into a forced market for British goods (Document 5) Britain was the major trading nation with India and claimed this was all for the good of India. Indians felt this was wrong and there was no reason to treat them the way they did.

The actions taken by the British caused discontent and revolts. The Sepoy Rebellion reflected widespread discontent under the rule of the British East India Company and the Amritsar Massacre under the British crown deepened this discontent. Indians

never accepted the British presence and eventually Mahatma Gandhi, a powerful Indian leader, led India to Independence with his non-violent actions. The British only looked out for their own good and never took into account how India would react with the situation. In the end, Britain lost India as a colony.

Not only was Britain an imperialist power in the late 1800s and early 1900s, but Japan was starting to westernize and becoming active in the fight for power. No one really believed that Japan was starting to become a strong imperialistic power. The map on document 4 indicates that Japan had a lasting influence on much of East Asia. They had controls in Manchuria, Korea, Taiwan, Shantung and many other lands. When I think of Japanese Imperialism I think of the Russo-Japanese War. This war was the first war in which an Asian nation, Japan, defeated a European nation, Russia. This is how Japan got control of South Manchuria.

Koreans never liked how Japan ruled them because Japan made them change their names to Japanese names and worship Japanese gods. (Document 8) Japan's control of Korea demonstrates how far a country will go to dominate and erase another culture.

From the late 1800s on into the early 1900s, people feared being taken over by a stronger nation. Darwinists were people who lived in the stronger nations and they felt that if we are stronger than you, your country is ours. The country being taken over usually viewed the take country as a bully. Like in sports, the stronger unified team wins. Tensions grew during Imperialistic times and was a fundamental cause of World War I.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more analytical than descriptive (strong powerful nations took over other nations for their raw materials and strategic position; once Britain found out there were diamonds in South Africa, they went to war with descendants of Dutch farmers because the Boers controlled the area; King Leopold's representatives treated Africans so poorly that even Europeans condemned him; British claimed their improvements benefited Africans; British destroyed social structures and economic systems; India was a big reason Britain became a powerful nation and economy flourished; British restricted and crushed independent Indian economy, turning India into a forced market for British goods; Britain claimed their control of Indian trade was for the good of India; Indians never accepted British presence; Britain never took into account how India would react; Britain lost India as a colony; no one really believed Japan was starting to become a strong imperialistic power; Japan had lasting influence on much of East Asia; Japan's control of Korea demonstrates how far a country will go to dominate and erase another culture; tensions grew during imperialistic times and were a fundamental cause of World War I)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates substantial relevant outside information (mentality of powerful nations was like Darwin's theory of natural selection and survival of fittest; scramble for Africa was a time where Britain and other nations started to explore interior of Africa; fueled by need for raw materials and new markets, European nations competed with each other for same land; European powers looted Africa of its riches; early British colonies on coast were important for trade and fueling stations; Sepoy Rebellion reflected widespread discontent under British East India Company; Amritsar Massacre under British crown deepened this discontent; Mohandas Gandhi, powerful Indian leader, led India to independence with his nonviolent actions; Japan was starting to westernize and becoming active in the fight for power; Russo-Japanese War, first war in which an Asian nation defeated a European nation)
- Richly supports the theme with many relevant facts, examples, and details (very little European influence in Africa before 1850; Berlin Conference in 1885; by 1914, few African nations remained independent; Britain could teach African tribes carpentry, blacksmithing, and new technology; British set up railways and roads to increase transportation to move goods in Africa; British ended slave trade and tribal wars in Africa; British government took over East India Company; Britain, major trading nation with India; Japan controlled lands in Asia; Japan made Koreans change their names to Japanese names and worship Japanese gods)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that compare the mentality of the colonized nations to Darwin's theory

Conclusion: Overall, the response fits the criteria for Level 5. Through a narrative on the unfolding of imperialism in Africa, India, and other parts of Asia and through the integration of outside information with document information, the response demonstrates insightful understanding of imperialism from both points of view.

As the Industrial Revolution developed, European nations launched a series of imperialist campaigns outside of their continent. Whether these campaigns were beneficial or harmful is often determined by point of view. For example, a leader of an imperialist nation would argue that imperialist policies advanced the economies of the countries involved and raised standards of living in the occupied nations. Coming from a conquered nation's point of view, however, the imperialists only enslaved, mistreated, and destroyed the culture of the people of the conquered nation.

According to the British, a significant purpose of imperialism was to increase the foreign demand for British goods that the Industrial Revolution was producing. In document 1, Chamberlain states, "Give me the demand for more goods, and then I will undertake to give plenty of employment in making the goods." However, a person in the conquered nation would argue that Chamberlain is sugar coating the policies of mandated exports from Britain and forced economic relations. Britain paid for the increased employment by destroying the economy of Africa and India.

The British also argued that their influence would increase education, agriculture, transportation, and inter-tribal peace within its colonies. In document two, for example, "[Imperialism's] value can hardly be ~~too~~ overestimated among such people as the Wagands on account of... their eager desire to learn." It goes on to state that, "...carpenters and blacksmiths' craft ... are taught." Document three states that,

"by railways and roads, ... and by a system of fair trade and competition, we have added to the ^{prosperity and} wealth of these lands." While these seem like valid points, they are countered by the native arguments that, in many cases, the Europeans did not spend any extra money on education in their colonies. They were only interested in acquiring raw materials and markets for manufactured goods. The Europeans claimed they were improving the civilization of the colonial natives. Therefore, the African opinion of British imperialist affairs is significantly different from the British explanation.

The imperialist relationship between Britain and India provides a prime example of the economic policies imposed by imperialist European governments. As clearly stated in document five, the British heavily imported raw goods from India, and sold back the manufactured goods produced by British industries. Because of the influence of the rising working class in Britain, Indian manufactured goods were blocked from Britain so that Britain's economy remained very strong. Coming from the point of view of an Indian, this policy was outrageous because it stripped India of its ability to produce goods for themselves and then left it with forced British imports and a limited export sphere. Gandhi urged the people to make their own clothes and boycott British goods as a symbol of protest against Britain's imperialist policies. Again, the imperialists think imperialism was a great policy, while the colonial natives hated it and felt it oppressed them. Eventually, many of the colonies

fought to regain their independence.

Document six is a strong piece of evidence that imperialism hurt the nations that it affected. It shows two pie graphs of the amount of African land dominated by the Europeans. In 1850, the land was primarily independent of foreign rule and then along came the Berlin Conference. By 1914, only a slim percent of African land was self-governed. According to the African population at the time as expressed by Kwame Nkrumah, the Europeans were a bunch of land and money-squandering thieves who enslaved them, mistreated them and destroyed their culture, by imposing their power on less developed nations. It should have been no surprise, ^{to anyone} that the newly independent nations in the 1950s followed policies of nonalignment and rejected policies set by imperialist powers.

The period of time from 1850-1950 provides many examples of imperialism. It is the general case that the natives resented imperial rule, while the European nations strongly supported it. As proof, one only needs to consider the many revolutions accomplished by African nations and some nations in parts of Asia such as India. Before 1850, South American nations had revolted against the Spanish. Simon Bolivar and Gandhi are examples of two anti-imperialist politicians who helped their countries rid themselves of foreign rule. Therefore, the role of imperialism in the history of the world remains disputed between the conquerors and the conquered.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more analytical than descriptive (leaders argued that imperialist policies advanced economies and raised standards of living in the occupied nations; Chamberlain is sugarcoating the policies of mandated trade exports from Britain and forced economic relations, British argued that their influence would increase education, agriculture, transportation, and intertribal peace within its colonies; Europeans claimed they were improving the civilization of colonial natives; because of the rising working class in Britain, Indian manufactured goods were blocked from Britain so that Britain's economy would remain strong; India stripped of its ability to produce goods for themselves and then left it with forced British imports and a limited export sphere; Nkrumah felt the Europeans were a bunch of land- and money-squandering thieves who enslaved them, mistreated them, and destroyed their culture; newly independent nations rejected policies set by imperialist powers; Simón Bolívar and Gandhi were anti-imperialistic politicians who helped rid their countries of foreign rule)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, and 7
- Incorporates substantial relevant outside information (as the Industrial Revolution developed, European nations launched a series of imperialist campaigns outside the continent; significant purpose of imperialism was to increase the foreign demand for British goods that the Industrial Revolution was producing; in many cases, Europeans did not spend any extra money on education in their colonies; Gandhi urged the people to make their own clothes and boycott British goods as a form of protest; Berlin Conference; it should have been no surprise to anyone that the newly independent nations in the 1950s followed policies of nonalignment; revolutions in South American nations)
- Richly supports the theme with many relevant facts, examples, and details (imperialist countries interested in acquiring raw materials and a market for manufactured goods; British heavily imported raw goods from India and sold back manufactured goods produced by British industries; many colonies fought to regain their independence; in 1850, land in Africa primarily independent of foreign rule; by 1914, a slim percent of African land self-governed)
- Demonstrates a logical and clear plan of organization; includes an introduction that summarizes both points of view and a conclusion that mentions the results of the natives' resentment of imperialism

Conclusion: Overall, the response fits the criteria for Level 5. Although somewhat awkward at times, the effective integration and strong analysis of document information and outside information strengthens the response. The continual comparison of opposing points of view demonstrates a good understanding of imperialism and the different views of both the imperialist powers and the colonized peoples.

After the 1800's many European nations had become very powerful due to the industrial revolution. The industrial revolution created many factories and industries. The need for raw materials became even greater so countries began looking elsewhere for resources. ~~With~~ with the new strength these industrial countries had they began to see themselves as superior. Social Darwinism became the new way of thinking, therefore the superior country has the right to conquer the weaker country. These and many other reasons caused the start of the new Imperialism.

Countries of western Europe used their better military technology to conquer new lands in Africa and Asia. This was followed by exploiting markets in these areas and creating new markets for European goods (document 1). The new colonies conquered by imperialists were not self governing, but the Europeans did bring over technologies that helped the natives. They also built roads, railroads and canals to aid in transportation. Along with the Europeans came cures for diseases and many other advantages (documents 2 and 3).

Imperialists also thought that they could benefit natives by saving their souls and converting

them to Christianity. According to imperialists they were helping their industries while helping to improve the native's land and culture.

Natives of the conquered lands had very different views on imperialism. They saw it as a threat to their culture and traditions. Some of the new technologies and goods the imperialists introduced were against the native culture or religion. At one time local soldiers in India were forced to use bullets coated with parts from cows which they believe are sacred, this started the Sepoy Rebellion. The British did not learn from this mistake. They increased religious and ethnic tensions by encouraging the Muslims and Hindus to fight among themselves so they could claim they were needed in India to maintain control. The imperialists also tried to change many other aspects of culture. The Japanese tried to show the superiority of their culture by forcing the Koreans to give up their traditions. In Korea they could not speak Korean; they had to learn Japanese which was the imperialists language and they had to worship the Japanese Gods. (document 8). These acts demonstrate that imperialists tend to be ethnocentric.

Apart from culture, the little industry and agriculture these lands had suffered. Many ~~more~~ imperialists exploited the economy of natives (document 5). Many farming colonies were forced to grow only cash crops and therefore they suffered many famines. By the time the imperialism slowed down in Africa there were not many free lands. In Africa there were only two free nations left after imperialism (document 6).

Imperialism started after the Industrial Revolution as the demand for resources, new markets, and foreign goods increased. The belief in Social Darwinism also led imperialists to believe that it was alright to conquer weaker nations. While imperialists were in other countries they did introduce new technologies and goods, but they also hurt the natives. Many new ideas went against native culture and religion so there were some rebellions. Later due to imperialists exploiting the native economy many native economies went into debt. There were many other problems throughout imperialism, but most native colonies would eventually gain their independence. It was a very difficult time, however the new technology and ideas helped the colonies form the countries they are today.

Anchor Level 4-A

The response:

- Develops all aspects of the task by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more analytical than descriptive (need for raw materials became even greater so countries began looking elsewhere for resources; with their new strength, industrial countries began to see themselves as superior; countries of western Europe employed their superior military technology to conquer new lands in Africa and Asia; Europeans brought technologies that helped the natives; with the Europeans came cures for diseases and many other advantages; imperialists were helping their industries while helping to improve the native's land and culture; natives saw imperialism as a threat to their culture and traditions; acts of Japanese demonstrate that imperialists tend to be ethnocentric; most native colonies would eventually gain their independence; new technology and ideas helped the colonies form the countries they are today)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 7, and 8
- Incorporates relevant outside information (nations became powerful as a result of the Industrial Revolution, which created many factories and industries; Social Darwinism became the new way of thinking, therefore the superior country had the right to conquer a weaker country; imperialists thought they could benefit natives by saving their souls and converting them to Christianity; local soldiers in India were forced to use bullets coated with parts from cows which they believed were sacred; led to the Sepoy Rebellion; British increased religious and ethnic tensions by encouraging Muslims and Hindus to fight among themselves; British claimed they were needed in India to maintain control; imperialists exploited the economy of the natives; farming colonies forced to grow only cash crops which led to famines; as a result of exploitation of native economies, many native economies went into debt)
- Supports the theme with relevant facts, examples, and details (new markets created for European goods; imperialists built roads, railroads, and canals to aid in transportation; Koreans had to learn the Japanese language; by the time imperialism slowed down in Africa, there were only two free nations left)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme and use the Industrial Revolution and Social Darwinism as an organizational tool

Conclusion: Overall, the response fits the criteria for Level 4. Document information frames the discussion and outside information is introduced to support both viewpoints. The use of the Industrial Revolution to introduce the discussion and serve as a unifying theme is effective. However, the response lacks the depth of analysis usually found in a Level 5 paper. The essay also repeats information.

The Boom of Industry in the Early 1800's created a demand for raw resources, manufactured goods, as well as a market to sell goods. This led to an Age of imperialism, which many large industrial powers taking advantage of included technologically weaker nations for economic and nationalistic gain. The Imperializing power viewed its actions as beneficial to itself as well as profitable to the occupied nation. However, the Occupied nation more often than not, felt their native cultures and values were not respected and natural human rights by the imperialist force.

In the late 1800's a well known British phrase was "The Sun never sets on the British Empire". That meant, that Britain had colonies and held power in every corner of the globe, because the sun is always shining somewhere. This was because of Britain's naval superiority. Two of the Imperialized nations included Africa and India. Lord Lugard felt that by placing Industrial conventions such as building railroads and improving Irrigation, and medicine that the Native Africans would prosper. Also, F.D. Lugard maintains that the Native Africans were eager to learn about the modern industrial institutions, and that in doing so, the African Quality of Life and productiveness would increase.

Joseph Chamberlain Believed that many of Britain's economic problems could be solved by the introduction of new markets. He felt that it would create a demand for goods which would be accompanied by increased employment. Imperializers took over areas to get what they needed. Britain took over Egypt for control of the Suez Canal. At its industry developed, Japan took over Manchuria for raw materials. Generally, Imperial powers believed that

they were not only helping themselves, but indeed helping the troubled weaker nations that they occupied.

As seen throughout history, basic human rights of native people tend to be disregarded by the occupying force. The basic rights of believing what you wish ~~and~~ and the ability to own control your own property are what seem to be lost in Imperialism. The Berlin Conference was a meeting between European Imperial powers to divide Africa in Anyway that they felt was comfortable for them. Previously set borders created by the Native Africans were disregarded and Africa had no representation at said conference. In a book we read in English class, Chinua Achebe's Things Fall Apart, the protagonists suffer through the degradation of values and unifying traits that their Clan once held. India was also ~~oppressed~~^{oppressed} under British Imperialism. The trade of Indian goods throughout India was extremely limited by Britain and Native Indians were forced to purchase British goods.

However, Mohandas Ghandi saw those issues and realized how ridiculous of an outrage the Imperialism was. Ghandi used his beliefs of passive resistance and civil disobedience to humiliate Britain into leaving India. By 1910, Korea ^{w/25} ~~was~~ a Japanese colony. Koreans were forced to change their names to Japanese ones and work in Japanese Industries and wars as well as worship Japanese gods. One could consider these nations as extremely un-empathetic. Colonial peoples generally despised the Imperial nations that occupied them, because they overlooked their own unique culture and rights.

Industrializing Nations in the late 1800's and early 1900's most definitely took advantage of the weaker nations for their own gain. Of course the Imperial powers

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

viewed their actions as profitable to them and some felt it was pretty charitable of them to aid the natives with modern knowledge. The occupied nations own culture and rights were recognized at the discretion of the Imperial power and were mostly overlooked. Occupied nations did not want to be told or taught how to live by a foreigner as the Imperial powers believed.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more analytical than descriptive (boom of industry created demand for raw resources and market to sell manufactured goods; industrial powers took advantage of technologically weaker nations for economic and nationalistic gain; imperialist power viewed actions as beneficial to itself and profitable to occupied nation; occupied nations more often than not felt native culture, values, and human rights not respected by imperialists; imperialist powers believed they were not only helping themselves but helping troubled weaker nations they occupied; basic rights of native peoples tend to be disregarded by occupying force; basic rights of believing what you wish and ability to own and control property are what seem to be lost in imperialism; colonized peoples generally despised imperial nations because they overlooked their unique culture and rights; some imperialist nations felt it was pretty charitable of them to aid colonized nations with their modern knowledge; culture and rights of occupied nations recognized at discretion of imperialist power and mostly overlooked; occupied nations did not want to be told or taught how to live as a foreigner as the imperialist power believed they should)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 8
- Incorporates relevant outside information (well-known British phrase “the Sun never sets on the British Empire” meant Britain had colonies and held power in every corner of globe; Britain took over Egypt for control of Suez Canal; as its industry developed, Japan took over Manchuria for raw materials; Berlin Conference meeting between European imperialist powers to divide Africa in any way that felt comfortable to them; previously set borders created by native Africans were disregarded; Africans had no representation at said conference; in Achebe’s *Things Fall Apart*, protagonists suffer through degradation of values and unifying traits that their clan once held; Mohandas Gandhi realized how ridiculous an outrage imperialism was; used his beliefs of passive resistance and civil disobedience to humiliate Britain into leaving India)
- Supports the theme with relevant facts, examples, and details (Age of Imperialism; British built railroads, improved irrigation and medicine in Africa; new markets would create demand for goods which would be accompanied by increased employment; trade of Indian goods throughout India influenced by British; Indians forced to purchase British goods; by 1910, Korea was a Japanese colony; Koreans forced to change names to Japanese ones, work in Japanese industries, fight in Japanese wars, and worship Japanese gods)
- Demonstrates a logical and clear plan of organization; includes an introduction that explains the reasons for imperialism and mentions the point of view of both the imperial power and the colonized power and a conclusion that explains why imperialism hurt the colonized peoples

Conclusion: Overall, the response fits the criteria for Level 4. Ample historical information and valid points of analysis are not always well connected; however, the quantity of the analytical statements strengthens the response.

Imperialism was meant to do good to the people placed under their rule and they saw what they were doing as right and for the better. The people under the rule didn't see it in the same way, and hated the things what was forced upon them.

Joseph Chamberlin was all for Imperialism, he thought that what Great Britain had to offer was ^{in everyone's} only in the colonies best interest. He thought Imperialism would create more jobs for the people of his nation because they would have more areas to sell their goods as supported with Document 1. Now the lives of the Africans would be improved because they ended tribal war, the slave trade, and helped counter famine and diseases as stated in Document 3. They would help prevent famine by ~~improving~~ ^{improving} the agricultural techniques of the Africans with better technology so they could have a greater food surplus and that could be used for trading so they could obtain different products that could improve their life style as stated in Document 2.

All of what the European countries hoped to do and what they did plan on doing had a little twist. They might have improved the farming techniques but then forced the Africans to grow products to benefit Europe, which meant not growing enough food for themselves making a worse famine. Also the rival tribes were forced together so when the country or territory was freed from Imperial rule these tribal rivalries led to political instability.

Imperialism wasn't just used by Europeans but by other nations like Japan and not just in Africa. The British expanded their rule

to India where they ruined the economy that India had developed. The Indians were selling raw products and finished goods to Britain from their own businesses. After a while Britain realized that India could become a market for British textiles so they took control of the East India Company. Soon they didn't allow the sale of Indian goods in their own country or trading of them to other countries as said in Document 5. It also said that the British companies soon forced the industries of India to collapse and theirs to grow. The British forced many Indians to work for them as servants. British rule deliberately turned Hindu and Muslim religions against each other using "divide and conquer" tactics. When Great Britain finally left they had a ticking time bomb. The tensions between these different religions exists even today despite the formation of another country (Pakistan) for the Muslims.

Japan also Imperialized other countries, mostly the other countries around them. Japan thought that their culture and country was the best and the other countries should support their rise to greatness. This was portrayed in the land they conquered because they killed many Chinese in places like Nanjing because they weren't Japanese and the ideas they supported were different. Document 8 describes some of what they did in Korea, like they made the Koreans change their family names to Japanese ones and forced upon them their religion.

Countries who were imperializing other countries thought they were doing good to the people. This might have been true but

Soon the power they had over the colonies was abused. So the results of Imperialism was famine, tribal wars, after they left along with little or no economy to start a country of their own.

Anchor Level 4-C

The response:

- Develops all aspects of the task but discusses the point of view of the colonized peoples more thoroughly than the point of view of the imperialist power
- Is both descriptive and analytical (imperialism meant to do good to the people placed under their rule and the imperialists saw what they were doing as right and for the better; colonial peoples did not see imperialism in the same way and hated what was forced upon them; British help prevent famine by improving agricultural techniques of Africans with better technology; African lifestyle improved with different products; improved farming techniques but forced Africans to grow products to benefit Europe, which meant not growing enough food for themselves; imperialism not just used by Europeans but by other nations like Japan and not just in Africa; Britain ruined the economy that India had developed; when Great Britain left India she left a ticking time bomb)
- Incorporates relevant information from documents 1, 2, 3, 5, and 8
- Incorporates relevant outside information (rival tribes in Africa forced together under imperialism so that when they were freed tribal rivalries led to political instability; Britain took control of the East India Company when she realized India could become a market for British textiles; British forced many Indians to work for them as servants; Britain deliberately turned Hindus and Muslims against each other, using “divide and conquer” tactics; tensions between different religions exists even today despite the formation of Pakistan for the Muslims; Japan thought their country and culture was the best and other countries should support their rise to greatness; many Chinese killed in places like Nanjing because their ideas were different)
- Supports the theme with relevant facts, examples, and details (British ended tribal war and the slave trade and helped counter famine and diseases in Africa; British expanded their rule to India where they ruined the economy; Indians were selling new products and finished goods to Britain from their own businesses; Japan made Koreans change their names and forced their religion on them)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both points of view and a conclusion that explains the negative results of imperialism for the colonial peoples

Conclusion: Overall, the response fits the criteria for Level 4. Japanese imperialism is discussed; however, much of the response focuses on examples of British imperialism. Viewpoints are both implied and explicit; however, the explanation of these viewpoints is limited. Several viewpoints are ambiguous.

Imperialism is defined as a colony existing only for the good of the mother country. Raw materials are manufactured in the colony and then sent back to the mother country as finished products. In the 1800s & 1900s, imperialism began a race between the European nations of who could colonize nations the fastest. The imperialist power, Britain had an enormous effect on the lives of the people living in Africa & India.

The imperialism of India happened in the late 1800s. Document 1 states that those colonies help old markets become better developed & create new markets as well. Joseph Chamberlain urges Britain to tighten its hold on India. For years, India fell under & remained in British control. Indian manufacturers were put out of business. In Document 5, Great Britain's exploitations of the Indian economy are listed. The imperialist power gains, but the colonized people lose. They became unemployed, homeless, and angry at their huge disadvantage to their lives.

and jobs were taken away from them. This caused much defiance towards British presence in the nation. For example, Ghandi boycotted British textiles by making his own clothes. He also used civil disobedience as his ^{way of} protest. His many followers helped spread the defiance. Although the British were making loads of money, it was off of others'. The imperialized colonies of India were upset and used peaceful resistance to take a stand.

The Africans had it much harder than the Indians. According to Document 2, the British's intentions were to help educate & modernize the African nations. They were going to send ~~more~~ people over to teach them agriculture, mechanical, as well as artisan work. In Document 3, Lord Lugard proclaims that they are helping the Africans "progress to a higher plane." Although they thought they were doing good by putting an end to tribal wars and the ordeals of the witch doctor, they failed to realize they were destroying African culture. The poem

White Mans Burden by Rudyard Kipling explains how the white men felt they had to change the African ways of life; not because they wanted to, but because it had to be done.

Africans were looked at as uncivilized. The British wanted to bring "humanity".

The mother countries sent in missionaries, or people spreading the word of God & Catholicism, to build Churches & convert weaker members of the tribe. They told the Africans that what they believed was wrong. Africa fell apart because of imperialism.

In 1914, The Berlin Conference sanctioned Africa to all of Europe. Any European power was allowed to imperialize any part of Africa. This was decided by white men; Africans weren't allowed to even attend the conference. In Document 6, the graphs show the changes imperialism caused in Africa.

Although imperialism has been ~~practiced~~ practiced for centuries, its ^{early} burst in the late 1800s & 1900s was most widespread. It affected so many nations. The imperialist powers were greedy and

Selfish, not taking the colonies way of life into regard. The colonized people became weak and fell to a higher control. Its longlasting effects become part of history forever.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is both descriptive and analytical (imperialism began as a race between the European nations who could colonize nations the fastest; for years India fell under and remained under British control; imperialist power gains, but the colonized people lose; colonized people become unemployed, homeless, and angry; Africans had it much harder than the Indians; British intentions were to help educate and modernize the African nations; Lugard said Britain helped Africans progress to a higher plane; Britain thought they were doing good by putting an end to tribal wars and the ordeals of the witch doctor, but failed to realize they were destroying African culture; the British told the Africans what they believed was wrong; Africa fell apart because of imperialism)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 6
- Incorporates some relevant outside information (Gandhi boycotted British textiles by making his own clothes; civil disobedience used as Gandhi's way of protest; Gandhi's followers helped spread the defiance; India used peaceful resistance to take a stand; Rudyard Kipling's poem, *White Man's Burden*, explains how the white men felt they had to change the African ways of life; mother countries sent missionaries to spread the word of God and Catholicism, to build churches, and convert weaker members of the tribe; Berlin Conference divided Africa between European powers; what happened at the Berlin Conference was decided by white men)
- Includes some relevant facts, examples, and details (Indian manufactures put out of business; Britain sent people to Africa to teach them agriculture, mechanical, and artisan work; imperialism caused changes in Africa); includes some minor inaccuracies (incorrect definition of imperialism; Berlin Conference held in 1914; Europeans allowed to imperialize any part of Africa)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions the role of imperialism in the race for colonies and a conclusion that states an opinion about the long-term effects of imperialism and its disregard for the lives of the colonists

Conclusion: Overall, the response fits the criteria for Level 3. Imperialism and mercantilism are confused in the introduction and overgeneralized references are made about the Berlin Conference. However, the integration of document information and outside information to discuss the point of view of Africans and Indians toward imperialism demonstrates a satisfactory understanding of the negative influences of imperialism.

Imperialism is the practice of a country that involves taking over other lands as colonies. Most of the time it is done to acquire resources and a market for goods. Great Britain had the largest empire during the Age of Imperialism (1800s-^{early} 1900s) with colonies on every continent but Antarctica. Japan also built its own empire in the Pacific during the early 1900s. Many times the native people are oppressed by the mother country, yet the mother country only sees its own profit.

From the point of view of the imperialists, colonies are needed to strengthen their own nation. A main policy of imperialism is mercantilism, which states that colonies are not only a source of raw materials, but are also markets for the nation's goods. Joseph Chamberlain of Great Britain once said that in order to have employment there must be demand for the goods, and ~~the~~^{more} demand can be created by colonies. (doc. 1). Imperialism can also be used to spread the nation's culture. In document 3 the speaker mentions that the British had put an end to ~~human~~ inter-tribal war, human sacrifice, and "ordals of the witch-doctor". By doing this, the British destroyed the African culture. Japan also imposed its culture on its colonies such as Korea. A Korean account tells of Japanese forcing Koreans to change their names and convert to the Japanese religion (doc. 8).

From the point of view of the conquered people in the colonies, the colonial power does not care about them or intends to harm them. According to document 5, Great Britain's East India Company deliberately sabotaged the Indian economy. It Nehru states that Indian goods no longer could be sold to British or Indian markets and the only goods in India were British. Japan made its colonies totally obedient and tried to force them to become Japanese (doc 8). Often, imperialists bring their religion with them and it appeals to some natives. This allows them to easily take over that region. Other times, warfare is used to gain colonies. Japan fought a war with China over Manchuria in the 1930s. Italy conquered Ethiopia when Mussolini came to power. These wars are usually devastating for the would-be colony. Many times the colonies end up economically and culturally destroyed.

Today, there are few existing colonies and no more global empires. Many have broken up due to independence movements. In South America, Spanish colonies threw off Spanish rule in the 1800s. India and Pakistan became independent after World War II thanks to Mahatma Gandhi. Other empires were lost in wars, like Germany who had to give up colonies after losing World War I. Japan's Pacific empire faced a similar fate after World War II.

The practice of empire building has been outdated for some time now, and hopefully imperialism is at its end.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more descriptive than analytical (many times the native people are oppressed by the mother country who only sees its own profit; imperialism can be used to spread the mother country's culture; the colonial power does not care about the conquered peoples or intends to harm them; colonies serve not only as a source of raw materials but also as a market for goods; often imperialists bring their religion with them and it appeals to some natives which allows for easy takeover of the region)
- Incorporates some relevant information from documents 1, 3, 5, and 8
- Incorporates some relevant outside information (imperialism is the practice of a country that involves taking over other lands as colonies; Great Britain had colonies on every continent except Antarctica; Japan fought a war with China over Manchuria in the 1930s; Italy conquered Ethiopia when Mussolini came to power; today, few existing colonies and no more global empires; many empires have broken up as a result of independence movements; in Latin America, Spanish colonies threw off Spanish rule in the 1800s; India and Pakistan became independent after World War II, thanks to Mohandas Gandhi; Germany had to give up her colonies after losing World War I; Japan's Pacific empire faced a similar fate after World War II)
- Includes some relevant facts, examples, and details (Great Britain had the largest empire during the Age of Imperialism; Japan built its own empire in the Pacific during the early 1900s; Britain put an end to human intertribal war, human sacrifice, and ordeals of the witch doctor; Japan imposed its culture on its colonies; Japanese forced Koreans to change their names; Indian goods could no longer be sold to the British)
- Demonstrates a satisfactory plan of organization; includes an introduction that explains imperialism and mentions examples, and a conclusion that discusses the end of imperialism and independence movements

Conclusion: Overall, the response fits the criteria for Level 3. Despite some overgeneralizations, outside information is reasonably well integrated with document information. Many pertinent points are made, but the tendency to exaggerate the situations and the misinterpretation of document 5 weaken the response.

For hundreds of years, strong powerful regions have been trying to take over other, weaker regions for reasons such as natural resources, or free labor. This goes back as far as the Roman Empire, conquering neighboring lands in order to strengthen the empire. In the 1800s and 1900s, ~~with~~ with the industrial revolution underway, there was a large need of natural resources for industrialized nations. This led to the second Age of Imperialism. As with most historical events, the Ages of Imperialism can be seen ~~in~~ in different ways when you study them from different points of view. In the view of the Imperialists, this time was very beneficial, but ~~the~~ the colonized people often thought quite the opposite.

During this age of Imperialism, Great Britain had built up a very large empire for ~~itself~~ itself. This empire included lands in the Americas, Africa, Asia, and ~~Australia~~ Australia. Control over so much land was very beneficial to the British economy. Many people, such as Joseph Chamberlain in Document 1, had very nationalistic views, and only cared about the growing power of England. These people were all for ~~imperialism~~ imperialism to benefit Britain. Others, however, claimed that they were colonizing regions for the reason of helping the colonized people. In Document 2, F.D. Lugard states that the British imperialized Africa almost purely for the benefit of Africa. Lugard says that the British taught the Africans newer farming techniques and mechanical skills, and that this would help their ~~lives~~ lives. Although, Lugard fails

to mention anything about the effects on the British economy or the limits put on Africans under British control. In Document 3, it is said that British invasion was helping Africa ~~by~~ by putting an end to inter-tribal war, and human sacrifice, but the African people were already content with the lives they were living. Imperialist Britain ~~–~~ claimed to be helping out the regions they imperialized, but they only ~~–~~ did it for the benefit of themselves.

The view of ~~–~~ imperialism of the colonized people is very different from that of the imperialist powers. While the imperialists were living it up with their newly-acquired wealth, the colonized people had to live in the havoc that the imperialists caused. In ~~colonial~~ colonial India, the British's East India Company set ~~very~~ limits on Indian trade that proved very malignant to the Indian economy. According to Document 5, the British would not allow Indian goods in Britain or anywhere else, ~~in~~ and also forced Indians to buy British goods. The British held a monopoly over India's economy, and they destroyed it in order to benefit ~~themselves~~ Britain. British rule spread gradually throughout the Indian sub-continent, and along with it, economics gradually fell to pieces.

In both Africa and Korea, not only were economies destroyed, but British and Japanese imperialists tried to destroy the cultures of Africans and Koreans. According to Document 8, the

Japanese forced Korean people to change their family names from Korean to Japanese names. They also forced the Koreans to worship Japanese gods, and other such things in order to completely erase Korean culture. These were terrible times for any nation being imperialized.

In history, many events can often be view in different ways according to whose point of view ~~one~~ looks at. The points of view of imperialist powers and colonized people were very differing in regard to the Age of Imperialism. The imperialists found this time very favorably, while the ~~colonized people~~ lives and conditions of colonized people were ruined.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is both descriptive and analytical (Chamberlain had very nationalistic views and only cared about the growing power of England; some were all for imperialism to benefit Britain while others claimed they were colonizing regions for the reason of helping the colonized people; Lugard fails to mention anything about the effects of imperialism on the British economy or the limits put on Africans under British control; British invasion of Africa put an end to intertribal war and human sacrifice, but the African people were content with the lives they were living; imperialist Britain claimed to be helping out the regions they imperialized but they only did it for the benefit of themselves; British held a monopoly over India's economy and destroyed it in order to benefit Britain; in both Africa and Korea, not only were economies destroyed, but the British and Japanese imperialists tried to destroy the cultures of the Africans and Koreans)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 8
- Incorporates some relevant outside information (imperialism goes back as far as the Roman Empire, conquering neighboring lands in order to strengthen the empire; Industrial Revolution led to a large need of natural resources and this led to the second Age of Imperialism; Britain's empire included land in the Americas, Africa, Asia, and Australia; British rule spread gradually throughout the Indian subcontinent)
- Includes some relevant facts, examples, and details (the British taught the Africans farming techniques and mechanical skills that would help their lives; in colonial India, the British East India Company set limits on Indian trade; British would not allow Indian goods in Britain and forced the Indians to buy British goods; Japanese forced the Korean people to change their family names from Korean to Japanese names and forced the Koreans to worship Japanese gods); includes minor inaccuracies (Lugard states that Britain imperialized Africa almost purely for the benefit of the Africans; Britain would not allow Indian goods anywhere else)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the background of imperialism and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. Analytical statements and analysis of document information are supported with some specific historical details. The frequent use of overgeneralizations and some odd word choices weaken the discussion.

History has shown many aspects of imperialism. It has affected numerous groups of people around the world. Whether they are the imperialist power or the colonized people, differing points of view have emerged from this act.

The imperialist power must first decide which country it wants to colonize. Usually a smaller, weaker country is chosen. In 1875, Japan began creating Spheres of Influence and territorial expansions in the western part of Asia. As shown in Document 4, Japan created spheres of influence in South Manchuria, Shantung, Fukien, and had territory in Korea, Taiwan and Kara-futo. Britain was also an extremely powerful imperialist power. Britain colonized Africa and India. and from Britain's point of view, benefit both groups of people. The British introduced new aspects to Africans such as agricultural advances and education. In document 3 Lord Lugard says, "By railway and roads, by reclamation of swamps and irrigation of deserts, by a system of fair trade and

competition, we have added to the prosperity and wealth of those lands."

In addition, Great Britain felt and understood the importance of colonizing countries. They needed to spread employment and goods and in document 1 Joseph Chamberlain says, "I have urged upon this government, the ~~less~~ necessity for using every legitimate opportunity to extend our ~~legal~~ influence and control. The imperialist countries during the ~~early~~ late 1800's and early 1900's felt that it was necessary to help and colonize countries.

The countries that were colonized by imperialist powers grew a sense of nationalism and the a desire to gain their country back. India, for instance, felt exploited by Great Britain. Document 5 shows how Britain diminished many Indian industries. Nehru says, "The British market was to be closed to Indian products and the Indian market opened to British manufacturers.

In conclusion the colonies that

were being exploited to imperialist powers and the powers that were spreading their wealth and power had drastically different points of view on imperialism. Document 6 shows a ~~statis~~ Statistic from Africa and how free nations decreased greatly. However imperialism has had a great impact on the world and economies of many countries.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is primarily descriptive; includes weak application and analysis (imperialist powers must first decide which country it wants to colonize; Britain was an extremely powerful imperialist power; Britain felt their imperialism benefited both Africa and India; Great Britain felt and understood the importance of colonizing countries; countries that were colonized by imperialist powers grew a desire to gain their country back; India felt exploited by Great Britain)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Presents little relevant outside information (usually a smaller weaker country is chosen by an imperialist power; countries that were colonized by imperialist powers grew a sense of nationalism)
- Includes some relevant facts, examples, and details (Britain colonized Africa and India; Britain introduced new aspects to Africans such as agricultural advances and education; Britain brought railways and roads, reclaimed swamps, irrigated deserts, and added to the wealth and prosperity of the lands they colonized; Great Britain diminished many Indian industries; the British market was closed to Indian products and the Indian market was open to British products); contains an inaccuracy (in 1875, Japan began creating spheres of influence in the western part of Asia)
- 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. Information is sometimes quoted from the documents. The response summarizes the information from document 4, without addressing the points of view. In addition, the unquestioning acceptance of the purported benefits of imperialism weakens the response.

In the late 1800's and early 1900's imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person's point of view.

People who were part of the imperialist country believed they were doing no wrong trying to change populations of people. They actually believed the opposite, that they would improve their colonies' people's lives. They believed they could help with farming, and other specialty trades. (Document 2)

Even after they had taken over colonies they believed they had helped them. In Africa, ~~the British~~ thought they should be thanked because they stopped the slave trade, and got the people education. (Document 3)

People who were part of the country/colony taken over on the other hand had different opinions on what happened. They saw themselves being stripped of their culture and being forced to take up beliefs they didn't want to. (Document 4) They believed that they were getting cheated out of goods, money, political and society gains because colonial powers would take things from them and control their economy. (Document 5) The biggest problem they saw was that they were not understood and being controlled by people who didn't

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

even understand or make an effort to accept
their culture

Imperial powers believed they were doing good
but never really helped any country out

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is primarily descriptive; includes weak application and analysis (people who were part of the imperialist country believed that they were doing no wrong trying to change populations of people; imperialists believed they would improve the colony people's lives; in Africa, the British thought they should be thanked because they had stopped the slave trade and got the people an education; people who were part of the colonies had different opinions on what happened; colonists believed they were getting cheated out of goods, money, politics, and society gains because colonial powers would take things from them and control their economy; the biggest problem to the colonies is that they were not understood and were being controlled by people who did not even understand or make an effort to accept their culture)
- Incorporates some relevant information from documents 2, 3, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Britain stopped the slave trade in Africa)
- Demonstrates a general plan of organization; contains digressions; includes a brief introduction that restates the theme and a brief conclusion, stating that imperialist powers believed they were doing good but never really helped any country out

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response depends on a synopsis of the documents with occasional brief statements of relevant facts. The generalizations are not supported with specific historical facts and details.

During the late 1800's and early 1900's, throughout the world imperialism has affected many societies. In Document 6, it shows the percentage of free Africa decrease drastically between 1850 and 1914. The European nations almost had possession of Africa in 1914. Usually the imperialist country benefitted and the colonized people were against it.

In Documents 1, 2, and 3 it explains Great Britain's influence on Africa. From the British point of view, they think that Africa is benefitting from their rule. In document 2 it states how Africans would benefit by making the land more productive. Imperialism was sought to bring greater comforts in African social life as well. By introducing tools and systems of irrigation or domesticating animals was supposed to help the Africans in their way of life. In document 3, Britain thought they were helping Africans by ending the slave-trade and ending inter-tribal war. The British also added to their prosperity and wealth of the lands. Also Great Britain benefitted

from the imperialism of Africa. By increasing their territory it strengthened their navy so that no one would be able to take their land from them, as stated in Document 1.

The points of view are very different, maybe even opposites, between the imperialist country and the colonized people. The imperialist country benefited from the country they had taken over. The colonized people lost their culture and suffered a great deal. Imperialism was heavy throughout the world in the late 1800's and early 1900's.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth by discussing imperialism from the point of view of the imperialist power and mentioning the point of view of the colonized people
- Is primarily descriptive; includes weak and isolated application and analysis (British think Africa is benefiting from their rule; Africans would benefit by making the land more productive; Britain thought they were helping Africans by ending the slave trade and ending intertribal war; Britain added to their prosperity and wealth of the lands; by increasing their territory, Britain strengthened their navy so that no one would be able to take their land from them; the colonized people lost their culture and suffered a great deal)
- Incorporates limited relevant information from documents 1, 2, 3, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (percentage of free Africa decreased drastically between 1850 and 1914; European nations almost had possession of Africa in 1914; British introduced tools and systems of irrigation and domesticating of animals)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that states the imperialist country benefited and the colonized people did not

Conclusion: Overall, the response fits the criteria for Level 2. The introduction uses document 6 to illustrate the effect of European imperialism on Africa. The response then concentrates on the influence of Great Britain on Africa, mentioning the benefits to Great Britain and a few of the benefits Great Britain thought it brought to the Africans. The point of view of Great Britain as the imperialist power consists of weak analysis and summary statements.

In the Late 1800's to early 1900's imperialism affected Many Societies throughout the world.

One ~~sky~~ view of Imperialism was from the Imperialists themselves Japan was one of the biggest Imperialists in the 19th Century. As stated in Documents 4 and 8 Japan took over countries to gain Raw Materials due to the lack of them on their Island. Another Imperialist Nation was Great Britain. As stated in Documents 1 and 2 from Different people say that imperialism would help spread religious beliefs and teachings.

The other end of the voices is the colonized People. One of the colonized places was Korea who was taken control of by Japan. Japan forced their Religion on them as stated in Document 8. Another colonized Area is Africa where all of Europe settled. The affects was the creation of Homelands, Pass laws and Apartheid. It also effected the population of people in Africa due to the slave trade. The diagrams in document 6 show that in less then 100 years Europe had almost complete control of Africa.

In conclusion Imperialism is good

for the imperialist nations but has
horrible reactions on the colonized areas
being occupied by the imperialists.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task by mentioning imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is descriptive; lacks understanding and analysis (Japan was one of the biggest imperialists in the 19th century; imperialism would help spread religious beliefs and teachings; affected the population of people in Africa due to the slave trade)
- Incorporates limited relevant information from documents 1, 2, 4, 6, and 8
- Presents little relevant outside information (Japan took over countries to gain raw materials due to the lack of them on their island; creation of homelands, pass laws, and apartheid in Africa)
- Includes few relevant facts, examples, and details (Korea taken control of by Japan; Japan forced their religion on Koreans; in less than 100 years, Europe had almost complete control of Africa); includes an inaccuracy (Africa where all of Europe settled)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although document information is mentioned and outside information is included, the response demonstrates little understanding of imperialism. The few accurate statements are not supported with any explanation or detail.

imperialism affected many societies throughout the world, in the late 1800's and early 1900's. They way people saw imperialism differed depending on their own point of view.

In the late 1800's labor was very short. To have more employment was a demand for more goods.

According to document 1 Joseph Chamberlain believed colonies were valuable to Great Britain.

It was ness necessary for using every opportunity to extend influence and control on Africa. British imperialism benefitted Africans in many ways. According to document 2 F. B Lugard said that improvement of tools, planting of useful trees, the use of manure. ~~was~~ All of these would produce greater results for labor and social life.

The British motivated and improved the lives of Africans. They built railways and roads. They taught them native races conduct their own affairs.

According to documents
The British gave prosperity
and wealth to Africans.

They even checked for
Famine and disease. They
put an end to Slave=trade.

Imperialism not only affected
many societies, but also their
way of living. Many people thought
differently depending on their own
point of view.

Anchor Level 1-B

The response:

- Minimally develops one aspect of the task by mentioning imperialism from the point of view of the imperialist power
- Is descriptive; lacks application and analysis (in the late 1800s, labor was very short; to have more employment was a demand for more goods; British imperialism benefited Africans in many ways; Britain's benefits for Africans would produce greater results for labor and social life; British motivated and improved the lives of Africans)
- Incorporates limited relevant information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (colonies were valuable to Great Britain; Britain extended influence and control in Africa; improvement of tools, planting of useful trees, the use of manure; Britain built railways and roads; Britain taught the native races to conduct their own affairs; Britain gave prosperity and wealth to Africans, checked famine and disease, and put an end to the slave trade)
- 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 1. Points from different documents are copied without explaining them or showing how they are linked. Attempts are made to use the documents, but only the reasons Great Britain believed they improved the lives of their colonized peoples are stated.

Imperialism has always been an issue, but between the 18 and 1900's it affected Societies more than usual. There was great imperial expansion during this time. Imperialism helped some and harmed others.

Therefore there are naturally different perspectives on Imperialism.

The British wanted to expand their imperialism in Africa so they had more influence and control. This suited them because they gained from it. Africa both gained and lost. They lost part of their control over the continent by letting British ideas and cultures expand. They also gained because British ideas were mostly good ones. They taught Africans simpler agriculture and helped them increase surplus products. Britain helped Africa gain fair trade and competition also. They ended in human things like slave-trading and human

Sacrifice. (Doc's 1,2, and 3)

In 1850, European possessions were only a small percent of African imperialism. By 1914, almost all of Africa was European possessions. Britain not only affected Africa but India as well. Britain closed its market to Indian products, but opened Indian market to British manufactures. They even prevented the flow of Indian goods inside India. They completely wiped out Indian Manufactures.

(Doc's 5 and 6)

There were obviously many different opinions on ~~imperialism~~ imperialism. Some thought it really helped while others hated it.

Imperialist powers wanted colonies for their raw materials and people to do their work. Examples like Japan are very good.

Japan wanted to erase Korean nation from the Earth. They used Korean women and youth to work the factories, and mines to aid them for war.

The East India Company was a great example as well. Indian goods were excluded from Britain. This influenced other foreign markets. This helped Britain when they sold the materials and products to India and other nations. The Expansion of the Japanese Empire influenced the countries it occupied.

Imperialism from the colonized peoples view was not very nice. Colonies thought that the imperialist powers took their people from them. They collapsed textile factories and shut down capital income.

In the late 1800's and early 1900's, imperialism affected many societies throughout the world. Perspectives on imperialism differed depending on a person's point of view. Imperialism can be defined as strong over weak. The stronger country finds many good aspects of imperialism, and the weaker country finds harm in imperialism.

The imperialistic countries see many pros in taking over weaker countries. Document one is a speech by Joseph Chamberlain who is speaking about the benefit of imperialism. He justifies imperialism by saying that it will create new markets, and old markets will further develop. The use of another country as a source of raw materials and trade is mercantilism, which is how Great Britain controlled India. The British East India Company was formed for the purpose of trading between Great Britain and India and eventually Britain took full control of India's economy. This was a great source of trade for Great Britain, and their wealth grew, which to them ^{was} a good aspect of imperialism.

In Documents two and three F.D. Lugard suggests that British imperialism would benefit the peoples of Africa. They would learn new trades and become carpenters and blacksmiths. They would learn about improvements for agriculture, and how to increase their production through the use of irrigation, new tools, and domestic animals. Great Britain also claimed to have improved the lives of Africans by ending practices such as slave trade, intertribal wars, human sacrifices and witch doctoring.

In documents one and three, both Chamberlain and Lugard show that the British were only interested in their own gains. Many of these supposed "good deeds" have to be questioned. Poems like Kipling's "White Man's Burden" also shows that Europeans felt superior to other peoples.

Britain was not the only country to imperialize in Africa. Throughout the 1800's many European nations such as France, Belgium, Portugal, and Italy claimed parts of Africa. For many years France ruled the regions that are now in the area of Mali and Senegal and tried to hang on to Algeria through a bloody civil war. These colonies provided France with raw materials. Belgium ruled the Belgian Congo, where they gained wealth by harvesting diamonds. Like Britain these European nations used imperialism to benefit their own countries.

From the colonized country's point of view, imperialism was harmful. In Document five, Jawaharlal Nehru spoke about how the British East India Company and later the British government exploited India's economy. They held a monopoly in India's export business, so all goods exported from India had to go through the British. Also Great Britain tried to prevent the flow of Indian goods within India. Everything the Indians needed, they had to buy from Great Britain. This destroyed many of the Indian textile businesses. Mohandas Gandhi led his followers on the Salt March to try to get their own salt from the sea, so they didn't have

to buy salt from Britain. Gandhi also made his own clothes so he didn't have to pay Britain for them. His actions and leadership promoted a mass movement that eventually drove the British out of India.

Document eight is about how the Japanese treated the Koreans during World War II. They forced the Koreans to change their last names to Japanese names, worship Japanese gods, and forcing the Korean people to work for them. This is like in the past, when nations were imperialized, the stronger country forces the weaker people to change their customs and adopt new ways of living. For example, in Latin America, the Spanish and Portuguese forced the native Americans to convert to Christianity. They also forced the natives to become slaves. The diseases the Europeans brought to America, caused many of the native Americans to die. Again Europeans ignored the impact they had on the nations they imperialized.

In conclusion, throughout the nineteenth and early twentieth centuries, imperialism played a large role in the societies of many countries around the world. The stronger countries saw imperialism as a chance to expand their influence and wealth, and the weaker countries saw imperialism as a terrible invasion that ruined their customs and traditional ways of life.

Throughout history especially the nineteenth and twentieth centuries, Imperialism has been a major policy adopted by many nations. To the colonial power imperialism was viewed as a great help to those nations and the colony which they took over. However, the colonies which were influenced by imperialism felt suppressed and believed that the colonial power was negatively affecting them.

One region greatly impacted by imperialism was India. When Great Britain adopted the policy of imperialism, one of the regions in which they expanded was India. India was rich with resources, most of which were textiles and spicas. The East India Company was established to bring goods from India to Europe, where they were in high demand. When Great Britain took over India, they also took over the East India Company. To the British, this was a valuable decision because it meant that they would control all of the goods exported from India. However the Indians thought that it was unfair because Britain excluded itself from the import of ^{Indian} goods but

India allowed the import of British goods (Doc 5)

Great Britain used sepoys in India. Sepoys were Hindu and Muslim soldiers who served with British officials to control the Indian people and ensure that the economic power that Great Britain had over India would not be harmed. Many sepoys resented the British because they did not respect their religious and cultural beliefs. This led to the Sepoy rebellion. In India, it was quite noticeable that they were negatively affected by the imperialism of Great Britain.

Not only did Britain colonize in India, but it also set up colonies in Africa. The British believed that imperialism benefitted both Britain and Africa. They would buy the raw materials from Africans and in turn sell the manufactured goods back to Africa. They would, also, introduce the Africans to the irrigation system, and show them how to use domestic animals for farming. The British would introduce the planting of trees and improve the primitive Indian plow (Doc 2). The British believed that these things would make Africans more productive and therefore able to buy more. The British, also,

thought that they improved the lives of the Africans by making roads and railways. The British thought that the Africans should be thankful because they ended inter-tribal wars and the slave trade (DOC 3).

The Africans, however, did not think that they were positively impacted by the British. They felt that the British took some fellow tribe members and turned them against the other Africans. They took their ^{LIVES} lands and their dignity (DOC 4). The natives of Africa could not ^{WITHSTAND} the power of Great Britain, and eventually their traditions fell apart.

The Japanese also did the same thing to the Koreans. They controlled Korea from 1910 to 1945 (DOC 8). During W.W II they forced the Koreans to worship Japanese gods. Also, the Koreans were forced to change their family names to Japanese names. Japanese treated Koreans as slaves (DOC 8). To the Koreans, the imperialist power of Japan did not have a positive influence. Many Korean customs and cultures were lost because of Japan.

In the late 1800s and early 1900s many colonial powers became ethnocentric. They believed that their country and culture was better than others. As a result, they adopted the policy of imperialism. To the ~~for~~ imperialists, this policy was viewed as beneficial to them and the region they conquered. On the contrary, imperialism was viewed as a negative policy by many colonies.

Imperialism has greatly affected the world over the course of history. It has both helped and hindered the lives of countless people, in occupied territory and mother country alike. The effect of imperialism has differed depending on the mother country. While some occupied territories benefited greatly from the technology introduced to them (Doc. 2), other occupied territories were exploited and its people taken advantage of as laborers (Doc. 8).

Imperialism has been viewed as both a great good (Doc 1) or a great evil.

Imperialist countries, of course, believed that imperialism was a huge benefit to society and economy (Doc 1). Granted, it was the benefit of their own country the imperialists were primarily concerned with, but some did believe that their territories would benefit as well (Doc 3). After all, reasoned British imperialists about their territories in Africa, weren't the Africans much better off running things the British way? Wasn't the improved methods of agriculture proof enough that the Africans were sadly in need of help (Doc 2)? Wouldn't their crops have a better chance of succeeding with an improved system of irrigation? It never really occurred to them that the tribes they were conquering had their own heritage, their own culture, and their own method of doing things, and that these methods had been serving them perfectly well for hundreds of years. What worked well in Britain would work well in Africa, the British

concluded. The different climate and types of crops grown didn't seem to phase them. Imperialists were bound and determined to make their territories work on their terms no matter what. The taking of natural resources by imperialist countries and the growing of cash crops in place of indigenous crops continues to plague much of Africa today.

Natives of the occupied territories, however, begged to differ. They argued that the "white men" had come and completely ruined their way of life (Doc 7). Kwame Nkrumah echoes the feelings of Jomo Kenyatta, Sun Yixian, and other nationalist leaders ~~when he~~ when he says that imperialists were only concerned with exploitation of subject territories. Culture was lost as Europeans imposed their customs on the people they ruled. As European occupation increased, African governments were all but wiped out (Doc 6). Imperialism, to these people, seemed like nothing but greed. Imperialist countries rarely stopped with occupying just one area; they always wanted more (Doc 4) (Doc 7). Also, the territory didn't always benefit from trade with its mother country, especially when they excluded native goods or took over traditional trades. Natives were driven out of business (Doc 5). These natives sharply protested this policy. Many followed Ghandi's advice and used non-violence to gain their freedom. Others used guns and bullets. It made them angry that the Europeans were simply moving and acting like they had a right to own the land simply because they

were European. Many Europeans felt that it was their duty, as the white man, to take up the "white man's burden" and civilize the "savages" they were taking over. The "savages," who were just as intelligent as the white man, didn't appreciate this attitude.

Imperialism does have two sides. It has benefited occupied territories, such as India, in the long run. Some say that India would never be the power she is today without influence from Britain. However, European occupation in Africa has also caused boundary lines to be drawn that divide tribes and place warring tribes in the same country. Imperialism has created much turmoil and chaos within these third world countries. Imperialism, while leaving European countries wealthy and prosperous, has certainly left its mark on their former territories.

Practice Paper A—Score Level 2

The response:

- Develops some aspects of the task in some depth by discussing imperialism from the point of view of the imperialist power and mentioning a point of view of the colonized people
- Is primarily descriptive; includes weak and isolated application and analysis (British wanted to expand their imperialism in Africa so they had more influence and control; Africans lost part of their control over the continent by letting British ideas and cultures expand; Britain helped Africa gain fair trade and competition; Britain prevented the flow of Indian goods inside India which completely wiped out Indian manufactures)
- Incorporates limited relevant information from documents 1, 2, 3, 5, and 6
- Presents no relevant outside information
- Includes some relevant facts, examples, and details (British taught Africans simpler agriculture and helped them increase surplus products; Britain ended inhumane things in Africa like slave trading and human sacrifice; in 1850, European possessions were only a small percent of African imperialism; by 1914, almost of all Africa belonged to Europeans; Britain closed its markets to Indian products, but opened Indian markets to British products)
- Demonstrates a general plan of organization; contains digressions; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although some statements demonstrate an understanding of the documents, the response demonstrates a limited understanding of the overall effects of imperialism. Although British imperialism in India is mentioned, the response focuses on British imperialism in Africa. The point of view of the colonized people is particularly weak.

Practice Paper B—Score Level 1

The response:

- Minimally develops all aspects of the task by mentioning imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is descriptive; lacks understanding, application, and analysis (imperialist powers wanted colonies for their raw materials and people to do their work; Indian goods excluded from Britain which influenced other foreign markets and helped Britain when she sold materials and products to India; expansion of the Japanese empire influenced the countries it occupied; imperialism from the view of colonized peoples was not very nice; colonies thought that the imperialist powers took their people from them)
- Makes vague references to documents 1, 4, 5, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Japan wanted Korean women and youth to work the factories and mines to aid them in war; East India Company)
- Demonstrates a weakness in organization; lacks focus; contains digressions; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although each aspect of the task is introduced, statements selected from the documents are included with little explanation. The essay lacks cohesiveness.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is both descriptive and analytical (imperialistic countries see many pros in taking over weaker countries; Lugard felt imperialism would benefit the peoples of Africa because they would learn about new improvements for agriculture and how to increase production; Great Britain claimed they improved the lives of Africans by ending intertribal wars, human sacrifices, and witch doctoring; many of the British supposed “good deeds” have to be questioned; Europeans ignored the impact they had on the nations they imperialized; stronger countries saw imperialism as a chance to expand their influence and wealth and weaker countries saw imperialism as a terrible invasion that ruined their customs and traditional ways of life)
- Incorporates relevant information from documents 1, 2, 3, 5, and 8
- Incorporates relevant outside information (use of another country as a source of raw materials and trade is mercantilism, which is how Britain controlled India; Kipling’s *White Man’s Burden* shows that Europeans felt superior to other people; for many years, France ruled the regions that are in the area of Mali and Senegal and tried to hang on to Algeria through a bloody civil war; Belgium ruled the Belgian Congo where they gained wealth by harvesting diamonds; Mohandas Gandhi led his followers on the Salt March to try and get their salt from the sea, so they did not have to purchase salt from Britain; Gandhi also made his own clothes so he did not have to pay Britain for them; Gandhi’s actions and leadership promoted a mass movement that eventually drove the British out of India; in Latin America, the Spanish and the Portuguese forced the native Americans to convert to Christianity and become slaves; diseases the Europeans brought to the Americas caused many of the natives to die)
- Supports the theme with relevant facts, examples, and details (British East India Company formed for the purpose of trading between Great Britain and India; eventually Britain took full control of India’s economy; India, great source of trade for Great Britain; Africans would learn new trades and become carpenters and blacksmiths; irrigation, new trade, and domestic animals would help Africans; many British East India Company had a monopoly in India’s export business; all goods exported from India had to go through the British East India Company; Britain tried to prevent the flow of Indian goods within India; destroyed many Indian textile businesses; Japan forced Koreans to change their last names to Japanese names and worship Japanese gods)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that explains how both the imperialist country and the colonized peoples saw imperialism

Conclusion: Overall, the response fits the criteria for Level 4. A short summary of the documents is used as a stepping-stone to a discussion of the points of view of imperialism. Balanced use of documents, outside information, and analyses in discussion of the role of power in the 19th century demonstrates a good understanding of imperialism.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more descriptive than analytical (colonies which were influenced by imperialism felt suppressed and believed that the colonial power was negatively affecting them; Britain's decision to take over the East India Company was a valuable decision because it meant that they would control all of the goods exported from India; British believed their help would make the Africans more productive and therefore able to buy more; British thought the Africans should be thankful because they ended inter-tribal wars and the slave trade; natives of Africa could not withstand the power of Great Britain and eventually their traditions fell apart; Japanese treated Koreans as slaves; many Korean customs and cultures were lost because of Japan)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Incorporates some relevant outside information (Britain used sepoys in India; sepoys were Hindu and Muslim soldiers who served with British officials to control the Indian people and ensure that the economic power that Britain had over India would not be harmed; many sepoys resented the British because they did not respect their religious and cultural beliefs; Sepoy Rebellion; British took some fellow tribe members and turned them against other Africans)
- Includes some relevant facts, examples, and details (Great Britain expanded into India when she adopted imperialism; India was rich with resources; East India Company established to bring goods from India to Europe; Britain took over the East India Company; Britain would buy raw materials from the Africans and in turn sell the manufactured goods back to Africa; Britain would introduce the Africans to the irrigation system and show them how to use domestic animals for farming; British would introduce the planting of trees; British made roads and railways; Japan controlled Korea and forced them to change their family names into Japanese names and worship their gods); includes a minor inaccuracy (Japan controlled Korea from 1894 to 1914)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that connects ethnocentrism and imperialism

Conclusion: Overall, the response fits the criteria for Level 3. The literal interpretation of the documents is strengthened by some well-placed outside information, especially the discussion of the sepoys in India. However, some unexplained overgeneralizations weaken the response.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing imperialism from the point of view of the imperialist power and from the point of view of the colonized people
- Is more analytical than descriptive (effects of imperialism differed depending on mother country; while some occupied territories benefited greatly from technology introduced to them, other territories were exploited; imperialist countries believed imperialism was a huge benefit to society and the economy; granted it was the benefit of their own country imperialists were primarily concerned with, but some did believe that territories would benefit as well; Africans much better off running things the British way; improved methods of agriculture proof enough that Africans sadly in need of help; African crops would have better chance of succeeding with improved system of irrigation; never occurred to imperialists that African tribes had their own heritage, their own culture, and their own method of doing things and that these methods had been serving them perfectly well for hundreds of years; the British concluded that what worked well in Britain would work well in Africa; imperialists bound and determined to make their territories work on their terms no matter what; natives argued that “white men” had come and completely ruined their way of life; culture lost as Europeans imposed their customs on people they ruled; as European occupation increased, African governments were all but wiped out; imperialism to these people seemed like nothing but greed; imperialist countries rarely stopped with occupying just one area, they always wanted more; natives angry that Europeans simply moving and acting like they had right to own land simply because they were European; some say that India would never be the power she is today without influence from Britain)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (different climate and different crops grown in Africa did not seem to phase the British; taking natural resources by imperialist countries and growing cash crops instead of indigenous crops continues to plague much of Africa today; many followed Gandhi’s advice and used nonviolence to gain freedom; others used guns and bullets; many Europeans felt that it was their duty as the white man, to take up the “white man’s burden” and civilize the “savages” they were taking over; the “savages,” who were just as intelligent as the white man, did not appreciate European attitude; European occupation in Africa has caused boundary lines to be drawn that divide tribes and place warring tribes in the same country; imperialism has created much turmoil and chaos within these third-world countries; while leaving European countries wealthy and prosperous, imperialism has certainly left its mark on their former territories)
- Richly supports the theme with many relevant facts, examples, and details (Kenyatta; Sun Yixian; territories did not always benefit from trade with its mother country; native goods were excluded)
- Demonstrates a logical and clear plan of organization; includes an introduction that compares the methods of imperialist countries and a conclusion that compares the benefits imperialism brought to India and the problems imperialism created for Africa

Conclusion: Overall, the response fits the criteria for Level 5. Analytical statements and insights effectively incorporate the historical facts, examples, and details. Although the discussion includes both points of view, the evaluation of imperialism as an overall negative influence on the colonial peoples is the unifying theme.

Global History and Geography Specifications Grid

January 2006

Part I

Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Change: Effects of Philosophers and Leaders	Standard 2: World History
Document-based Essay	Imperialism: Points of View	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the January 2006 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.