

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, January 27, 2015 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

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Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.

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

Global History and Geography
Part A Specific Rubric
Document-Based Question
January 2015

Document 1

... The West Indian experience from the time of Columbus' first voyage was one of Indian labor for Spanish masters. When this labor was not given "voluntarily" it was extracted by force. As Spaniards arrived in increasing numbers, the need for labor became more pressing, and the burden upon Indian manpower progressively more severe. Spaniards raided Indian communities, took captives, and, in order to prevent escape or to ensure the full measure of work, practiced large-scale enslavement. Columbus, at first, appears to have made some attempt to regulate this forced labor, but without appreciable [noticeable] success. In general the first Spanish contacts with the natives of America followed the precedent of European contact with the natives of Africa, and the practicality and legitimacy of enslavement were everywhere assumed....

Source: Charles Gibson, *Spain in America*, Harper Torchbooks (adapted)

1 According to Charles Gibson, what was *one* problem faced by the West Indian native population during Spanish colonization?

Score of 1:

- States a problem faced by the West Indian native population during Spanish colonization according to Charles Gibson

Examples: native labor was extracted by force; the demand by the Spanish for laborers placed a severe burden on the Indian population; the burden on Indian manpower became progressively more severe; Spaniards raided Indian communities/took captives; attempts to regulate forced labor had little success; Columbus attempted to regulate forced labor with little success; natives were enslaved; abusive Spanish labor policy; enslavement; the Spanish followed the precedent of European contact with African natives; the Spanish arrived in increasing numbers; they were needed for labor; the Spanish assumed that enslavement was practical and/or legitimate

Score of 0:

- Incorrect response
Examples: the demand for Spanish laborers was severe; they had contact with the natives of Africa
- Vague response
Examples: the burden became severe; they were experienced from Columbus' first voyage; increasing numbers; the precedent; attempts not successful; it was demanded of them
- No response

Document 2a



Bartolomé de Las Casas

Source: Keen and Haynes, *A History of Latin America*,
Houghton Mifflin Harcourt

Document 2b

... Las Casas interrupted work on the book [*A History of the Indies*] only to send to the Council of the Indies in Madrid three long letters (in 1531, 1534, and 1535), in which he accused persons and institutions of the sin of oppressing the Indian, particularly through the *encomienda* system. After various adventures in Central America, where his ideas on the treatment of the natives invariably [regularly] brought him into conflict with the Spanish authorities, Las Casas wrote *De único modo* (1537; “Concerning the Only Way of Drawing All Peoples to the True Religion”), in which he set forth the doctrine of peaceful evangelization of the Indian. Together with the Dominicans, he then employed this new type of evangelization in a “land of war” (a territory of still-unconquered Indians) — Tuzutlan, near the Golfo Dulce (Sweet Gulf) in present-day Costa Rica. Encouraged by the favourable outcome of this experiment, Las Casas set out for Spain late in 1539, arriving there in 1540....

Source: “Bartolomé de Las Casas,”
The History Channel website

2 Based on these documents, state *one* action Bartolomé de Las Casas took to address the problems faced by Native Americans.

Score of 1:

- States an action Bartolomé de Las Casas took to address the problems faced by Native Americans based on these documents

Examples: he wrote three long letters accusing persons and institutions of oppressing the Indian; he wrote letters to the Council of the Indies in Madrid; he criticized Spanish authorities; he proposed a doctrine of peaceful evangelization of the Indian; he employed his new type of evangelization with the Dominicans in a “land of war” in Tuzutlan; he wrote *De único modo*; he wrote “Concerning the Only Way of Drawing All Peoples to the True Religion”; he went to Spain to present a favorable outcome of the evangelization experiment; he wrote letters; he wrote a book; he interrupted work on *A History of the Indies* to write to the Council of the Indies; he spread his ideas on the treatment of natives throughout Central America; he came into conflict with Spanish authorities in Central America over treatment of the Indians

Score of 0:

- Incorrect response
Examples: he developed the *encomienda* system; he declared war; he praised the Spanish authorities
- Vague response
Examples: he interrupted work; he accused; ideas; encouraged outcomes; proposal; wanted treatment for the natives
- No response

Document 3

During the reigns of Charles V and his successors, the Spanish monarchy reacted to Bartolomé de Las Casas in different ways.

... In response to both his fear and conscience, Charles promulgated [instituted] the New Laws in 1542. They forbade the enslavement of the Indians, their compulsory personal service, the granting of new encomiendas, and the inheritance of encomiendas. More positively they declared the Indians to be free persons, vassals of the crown, and possessed of their own free will. The colonists protested vehemently [passionately]. Rebellion threatened Mexico; in Peru encomenderos [holders of encomiendas] rose up to defy the law. Once again under extreme pressure, the monarch modified some of the laws and revoked others. Still, although the encomienda would continue for some time in parts of the sprawling American empire, the king had checked [limited] it. After the mid-sixteenth century the institution waned [faded away]. The state [Spanish monarchy] exerted even greater control over the declining Indian population....

Source: E. Bradford Burns, *Latin America: A Concise Interpretive History*, Prentice Hall (adapted)

3a According to E. Bradford Burns, what was *one* way the New Laws addressed the problem Bartolomé de Las Casas had identified?

Score of 1:

- States a way the New Laws addressed the problem Bartolomé de Las Casas had identified according to E. Bradford Burns

Examples: the enslavement of the Indians was forbidden/Indians could no longer be forced into compulsory personal service; no new encomiendas would be granted; encomiendas could not be inherited; Indians were declared to be free persons/Indians were declared possessed of their own free will; Indians were declared to be vassals of the crown; the encomienda system was checked

Score of 0:

- Incorrect response
Examples: enslavement of Indians was increased; new encomiendas were granted; they forbade Indians to be free; rebellion was threatened
- Vague response
Examples: they responded to fear; responded to conscience; promulgated/instituted; compulsory
- No response

3b According to E. Bradford Burns, what was a response of the Spanish monarch when the Spanish colonists protested against the New Laws?

Score of 1:

- States a response of the Spanish monarch when the Spanish colonists protested against the New Laws according to E. Bradford Burns

Examples: some of the laws were modified/changed; some of the laws were revoked; he allowed the encomienda system to continue although it was checked/limited; he backed down a little; he modified some laws resulting in greater control over the Indian population

Score of 0:

- Incorrect response
Examples: he placed them under extreme pressure; he forbade enslavement of the colonists; he defied the laws; he rebelled; the population continued to decline; he declared the Indians to be free
- Vague response
Examples: extreme pressure; he continued; checked; limited; revoked
- No response

Document 4

This is an excerpt from a speech given on September 25, 1793 by Maximilien Robespierre to the National Convention justifying measures taken by the Committee of Public Safety.

French Revolution: 1793

... Individuals are not at issue here; we are concerned with the homeland and principles. I tell you plainly: it is impossible, in this state of affairs, for the Committee to save the state; and if anyone disagrees, I will remind you just how treacherous and extensive is the scheme for bringing us down and dissolving us; how the foreigners and internal enemies have agents paid to execute it; I will remind you that faction is not dead; that it is conspiring from the depths of its dungeons; that the serpents of the Marais have not yet all been crushed...

I know we cannot flatter ourselves that we have attained perfection; but holding up a Republic surrounded by enemies, fortifying reason in favour of liberty, destroying prejudice and nullifying individual efforts against the public interest, demand moral and physical strengths that nature has perhaps denied to those who denounce us and those we are fighting...

Source: Maximilien Robespierre, "Extracts from 'In Defence of the Committee of Public Safety and Against Briez,'" September 25, 1793, in *Virtue and Terror*, Verso (adapted)

4 From Robespierre's perspective, what was *one* threat the government of France faced in 1793?

Score of 1:

- States a threat the government of France faced in 1793 from Robespierre's perspective
Examples: agents had been paid by foreigners to destroy the government; agents had been paid by internal enemies to destroy the government; faction was not dead; the serpents of Marais had not all been crushed; internal enemies; foreign enemies; treacherous/extensive schemes for bringing down/dissolving the government of France; the Republic was surrounded by enemies; individual efforts against the public interest; prejudice; possible overthrow of the government; factions/serpents of Marais; the state could not be saved if our enemies remain

Score of 0:

- Incorrect response
Examples: the saving of the state by the Committee; the serpents of Marais had been crushed/internal enemies had been crushed; agents had been paid to save the government; demanding moral and physical strengths of nature; nullifying individual efforts
- Vague response
Examples: concern with the homeland; impossible state of affairs; individuals; serpents; the state could not be saved
- No response

Document 5a

... When he entered the Committee [of Public Safety], Maximilien [Robespierre] persuaded the other members to accept new procedures, to reorganize the clerical staff and to hold weekly meetings with the other Committee [of General Security]. The press, which, from intimate knowledge, the leader regarded as dangerous, was to be temporarily deprived of its freedom. Only when true democracy had been established would it be possible to allow journalists to have their say again! In all such decisions, the will and interests of the majority of citizens of France were both the pretext [alleged reason] and the inspiration. In other words: the government was to remain revolutionary until peace had been restored and all enemies put to flight....

Source: John Laurence Carr, *Robespierre: The Force of Circumstance*, St. Martin's Press

5a According to John Laurence Carr, what was *one* change Robespierre persuaded the government to make to address the threat to the revolution?

Score of 1:

- States a change that Robespierre persuaded the government to make to address the threat to the revolution according to John Laurence Carr
Examples: accept new procedures; reorganize the clerical staff; eliminate freedom of the press temporarily/temporarily deprive the press of its freedom; regard the press as dangerous; hold weekly meetings with the Committee of General Security

Score of 0:

- Incorrect response
Examples: form two Committees of Public Safety; allow journalists to have a say; establish a true democracy; to put the citizens of France to flight; citizens are dangerous; government remains revolutionary
- Vague response
Examples: make decisions; to give the majority will and interest; to enter the Committee; provide intimate knowledge; put all enemies to flight; make it temporary
- No response

Document 5b

The Law of Suspects

This law, passed on 17 September 1793 [by Robespierre and the National Convention], authorized the creation of revolutionary tribunals to try those suspected of treason against the Republic and to punish those convicted with death. This legislation in effect made the penal justice system into the enforcement arm of the revolutionary government, which would now set as its primary responsibility not only the maintenance of public order but also the much more difficult and controversial task of identifying internal enemies of the Republic—such as “profiteers” who violated the Maximum [decree to fix prices]—and then removing them from the citizenry, where they might subvert [sabotage] the general will....

Source: *Liberty, Equality, Fraternity: Exploring the French Revolution*, online site, a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project

5b According to this document, in what way did the Law of Suspects address the threats against the government?

Score of 1:

- States a way the Law of Suspects addressed the threats against the government according to this document
Examples: created revolutionary tribunals to try people suspected of treason; punished those convicted of treason with death; made the penal justice system into the enforcement arm of the revolutionary government; gave the penal justice system primary responsibility for maintaining order/identifying internal enemies of the republic; provided a way to remove treasonous citizens from the citizenry; providing a way to remove “profiteers” from the citizenry

Score of 0:

- Incorrect response
Examples: abolished revolutionary tribunals; decreed fixed prices; subverted the general will; violated the Maximum; explored liberty/equality/fraternity; authorized a Republic
- Vague response
Examples: passed a law; authorized the creation; put legislation in effect; set up primary responsibility; made it difficult and controversial; penal justice system; treason
- No response

Document 6a

TIMETABLE, 1794

... **July 27:** The Convention ordered the arrest of Robespierre and his friends. They were taken to the Luxembourg. The jailer refused to lock them up. They left and went to the Town Hall to plan their next move. They could have beaten the Convention, but the Paris Commune did not help in time. They were declared to be outlaws and arrested again.

July 28 (early morning): The Convention made Robespierre and his friends outlaws and arrested them at the Town Hall. Now either Robespierre was shot, or he shot himself. He was wounded.

July 28: Robespierre and 21 friends went to the guillotine....

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

6a According to Jane Shuter, what was *one* consequence Robespierre faced as a result of his actions?

Score of 1:

- States a consequence Robespierre faced as a result of his actions according to Jane Shuter
Examples: he was taken to the Luxembourg; he was arrested; declared an outlaw; he went to the guillotine; he was shot or shot himself; he was wounded; he was killed/put to death; death; the loss of his 21 friends to the guillotine

Score of 0:

- Incorrect response
Examples: the jailer refused to lock him up; Paris Commune did not help in time; he went to Town Hall to plan his next move
- Vague response
Examples: it was ordered by the Convention; he left; he had 21 friends
- No response

Document 6b

... By 1795, the Revolutionary armies had restored peace to the French borders, but, once again, turmoil threatened to sweep across France itself. The National Convention (now controlled by the moderate and conservative representatives, who had condemned Robespierre) could not prevent new outbreaks of radical demonstrations....

Source: Sean Connolly, *The French Revolution*, Heinemann Library

6b According to Sean Connolly, what was *one* issue France faced after Robespierre was removed from power?

Score of 1:

- States an issue France faced after Robespierre was removed from power according to Sean Connolly
Examples: threat of turmoil sweeping across France; turmoil; the National Convention could not prevent new outbreaks of radical demonstrations; radical demonstrations; lack of control; concerns about maintaining order during a period of peace

Score of 0:

- Incorrect response
Examples: Revolutionary armies had restored peace; radical demonstrations were prevented; French borders were changed; it was restored
- Vague response
Examples: it happened once again; it could not be prevented; outbreak
- No response

Document 7

... More and more as years go by a feeling of unrest is growing in India. More and more as the people understand their place in the Empire is a spirit of discontent prevailing [spreading throughout] its three hundred millions of inhabitants. And more and more as they realise that amid the differences of creed and caste is one basic nationality, does agitation spread and take the form of definite demands for the fulfilment of the solemn assurances of the British Government that they should be given the ordinary rights of British subjects. It is impossible that national aspirations can be for ever repressed, and equally impossible for India to remain a "dependency" in an Empire to which it contributes more than half the population.... Is it then surprising that the teeming millions of India should be dissatisfied with being ruled by a number of too-often self-sufficient and unsympathetic aliens, ignorant of the genius of the people? Not even the "mild" Hindu can bear this for ever. Is it possible for the patriotic spirits of a people with the glorious traditions of India to be content with serfdom?....

Source: Gandhi, *Indian Opinion*, September 2, 1905

7 According to Gandhi, what is *one* issue India was facing in the early 1900s?

Score of 1:

- States an issue India was facing in the early 1900s according to Gandhi
Examples: feelings of unrest about Indians' place in the Empire were growing; feelings of unrest were growing in India; spirit of discontent was spreading; Indians did not have the ordinary rights of British subjects; rising nationalism was being repressed; people in India no longer wanted to be a dependent in the Empire; discontent of Indian people with serfdom; Indians wanted their own government; they were ruled by an alien/foreign power; dissatisfaction with rule by unsympathetic aliens; India was considered a dependency even though it contributed more than half the population; differences in creed and caste; lack of self-government/lack of self-rule; their genius ignored/not recognized; realizing that there is one basic nationality

Score of 0:

- Incorrect response
Examples: rising nationalism was encouraged by the British government; Indians had the same rights as British subjects; contributes more
- Vague response
Examples: there were differences; solemn assurances; British subjects; feeling is growing in India
- No response

Document 8



Source: Y. kids, *Great Figures in History: Gandhi*, YoungJin Singapore

8 Based on this excerpt from a graphic novel, state *one* action Gandhi suggests the Indian people take against the British.

Score of 1:

- States an action Gandhi suggests the Indian people take against the British based on this excerpt from a graphic novel

Examples: boycott British products/clothes; boycott; throw away British clothes; burn British clothes; make their own clothes; stop putting money into British pockets; to cause pain to the British government by boycotting

Score of 0:

- Incorrect response
Examples: grant independence; spend money in England; put money into British pockets
- Vague response
Examples: follow along; throw it away; make their own; pain
- No response

Document 9a

... By war's end, Britain was ready to let India go. But the moment of Gandhi's greatest triumph, on August 15, 1947, was also the hour of his defeat. India gained freedom but lost unity when Britain granted independence on the same day it created the new Muslim state of Pakistan. Partition dishonored Gandhi's sect-blind creed. "There is no message at all," he said that day and turned to fasting and prayer...

Source: Johanna McGeary, "Mohandas Gandhi (1869–1948)," *Time*, December 31, 1999

Document 9b

Muslim Refugees Fleeing India, 1947



Source: Mark A. Kishlansky, *Sources of World History: Readings For World Civilization, Volume II*, Wadsworth, Cengage Learning

9 Based on these documents, what was *one* reason Gandhi's greatest triumph was also seen as his defeat?

Score of 1:

- States a reason Gandhi's greatest triumph was also seen as his defeat based on these documents
Examples: although freedom/independence was granted, unity was lost; independence for India was granted the same day the new Muslim state of Pakistan was created; partition at independence dishonored his beliefs/sect-blind creed; partition led to a refugee problem; Indian independence led to Muslim refugees fleeing India; unity was lost; British India was partitioned into India and Pakistan; India and Pakistan received independence

Score of 0:

- Incorrect response
Examples: the war ended; Britain let all of British India go; he had a sect-blind creed; fasting and prayer
- Vague response
Examples: it was the hour of his defeat; it happened on the same day; there was no message; dishonored; Muslims; Hindus
- No response

Global History and Geography
Content Specific Rubric
Document Based Essay
January 2015

Historical Context:

Throughout history, problems emerged that individuals wanted to address. Individuals such as *Bartolomé de Las Casas*, *Maximilien Robespierre*, and *Mohandas Gandhi* took different actions in their attempts to address problems. Their actions met with varying degrees of success.

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

- Describe a problem this individual addresses
- Describe how this individual attempted to address the problem
- Discuss whether this individual was successful or unsuccessful in solving the problem

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing a problem *each* of *two* individuals addressed, describing how *each* individual attempted to address the problem, and discussing whether *each* individual was successful or unsuccessful in solving the problem).
2. The response should describe a problem an individual addressed. However, one or more related problems could be included in the description.
3. The problem addressed by an individual may be immediate or long term. The historical circumstances surrounding the problem may be included as part of the description of the problem.
4. The description of a problem addressed by an individual may be included as part of the description of how the individual attempted to address the problem.
5. The response may discuss the extent to which the individual was successful or unsuccessful from differing points of view as long as the position taken is supported by accurate historical facts and examples.
6. Only *two* individuals may be chosen from the historical context. If three individuals are discussed, only the first two individuals may be scored.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 5a, 5b, 6a, 6b, 9a, and 9b may be considered separate documents *if* the response uses separate, specific facts from *each* document.

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

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

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing a problem addressed by *each* of *two* individuals, describing how *each* individual attempted to address the problem, and discussing whether *each* individual was successful or unsuccessful in solving the problem
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Robespierre*: connects high prices and scarcity of food, advancing foreign armies, and anarchy to Robespierre's decision to eliminate enemies of the state that led to the institution of the Reign of Terror resulting in his execution by the guillotine, the eventual fall of the National Convention, and the formation of the weak and corrupt Directory which led to the rise of Napoleon; *Gandhi*: connects British imperialistic policies that led to the economic and political exploitation of India and the growing nationalistic feelings of millions of Indians to Gandhi's use of nonviolence and leadership in a movement of civil disobedience that resulted in the partition of British India creating an independent India and an independent Muslim state of Pakistan and in refugees fleeing from one state to another
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to individuals solving problems (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Robespierre*: role of inflation; description of Reign of Terror; inequalities in estate system; activities of sans-culottes; role of Committee of Public Safety; terms of Law of Suspects; *Gandhi*: subjugation of the Indian people; explanation of satyagraha; imperialism; boycott of British textiles; Salt March; role of civil disobedience; the Quit India Movement; Mohammad Ali Jinnah
- 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 describing one individual more thoroughly than the second *or* by developing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Robespierre*: discusses the threats of allied foreign armies and counter-revolutionary domestic activity that led to the death of Louis XVI, Robespierre leading the Committee of Public Safety and instituting the Reign of Terror which resulted in his execution, and the eventual rise of Napoleon; *Gandhi*: discusses the economic and political dominance of the British that influenced Gandhi's nonviolent efforts to bring about an Indian independence movement resulting in the partition of British India into two countries and a refugee crisis
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Las Casas

Key Ideas from Documents 1-3

Problem	Attempts by Las Casas to Address Problem	Success/Lack of Success in Solving Problem
<p>Doc 1—Forced labor of natives for Spanish masters</p> <p>Increased need for labor as Spaniards arrived in increasing numbers</p> <p>Large-scale enslavement of natives (to prevent escape, to ensure full measure of work)</p> <p>Attempts by Columbus to regulate forced labor but without appreciable success</p> <p>Raiding of native/Indian communities by Spaniards</p> <p>Taking of captives by Spaniards</p> <p>Practicality and legitimacy of enslavement assumed as following precedent of European contact with natives of Africa</p> <p>Doc 2—Oppression of natives through the encomienda system</p>	<p>Doc 2—Sent three letters (1531, 1534, and 1535) to Council of the Indies in Madrid</p> <p>Accused persons and institutions of oppressing Native Americans particularly through encomienda system</p> <p>Brought ideas on treatment of natives to Central America</p> <p>Wrote <i>De único modo</i> (1537, “Concerning the Only Way of Drawing All Peoples to the True Religion”), setting forth doctrine of peaceful evangelization of natives</p> <p>Employed evangelization doctrine with Dominicans near the Golfo Dulce (present-day Costa Rica)</p> <p>Went to Spain in 1539 to present favorable outcomes of experiment to monarchy</p>	<p>Doc 2—Ran into conflict with Spanish authorities when ideas on treatment of natives brought to Central America</p> <p>Favorable outcome from work with employment of new type of evangelization with Dominicans in present-day Costa Rica</p> <p>Doc 3—New Laws instituted in 1542 by Charles V</p> <p>Enslavement of Native Americans, compulsory personal service, and formation of new and inherited encomiendas forbidden</p> <p>Native Americans declared free persons, vassals of the crown, and possessed of their own free will</p> <p>Rebellion threatened by colonists in Mexico and by encomenderos in Peru, who did not like New Laws</p> <p>Some laws modified under pressure and others revoked by monarch</p> <p>Encomienda system limited (continued in parts of American empire)</p> <p>Encomienda system faded away after mid-16th century and Spanish monarchy assumed greater control over declining native population</p>

Las Casas cont.

Relevant Outside Information

(This list is not all-inclusive.)

Problem	Attempts by Las Casas to Address Problem	Success/Lack of Success in Solving Problem
<p>Details of encomienda system</p> <p>Concentration of power in hands of conquistadors and peninsulares</p> <p>Rewarding conquistadors with encomiendas</p> <p>Conflict regarding enslaving baptized Christians</p> <p>Introduction of cash crop plantation economy</p> <p>Treatment and abuse of natives on plantations and in mines</p> <p>Disease and death of many natives</p> <p>Necessity of labor for plantation economy</p> <p>Relationship of God, Gold, and Glory to Spanish need for Indian labor</p>	<p>Suggested enslaved Africans better suited to work in mines and on plantations</p> <p>Renounced his own encomienda to advocate for native rights</p>	<p>Many Native Americans in Caribbean already dead from mistreatment or disease before New Laws</p> <p>Encomienda replaced by repartimiento system (forcing natives into low paying or unpaid labor)</p> <p>Worst conditions in silver mines under mita of Potosí (Peru)</p> <p>Native American laborers on sugar plantations replaced by enslaved Africans imported by millions (Middle Passage)</p> <p>Establishment of trans-Atlantic slave trade</p> <p>Enslaved Africans on plantations mistreated in same ways as Native Americans</p> <p>Social hierarchy based on heritage and where born (peninsulares, creoles, mestizos, mulattos, slaves)</p> <p>Inspiration for Latin American independence leaders (Bolívar, Hidalgo)</p> <p>Development of unfavorable image of Spain</p>

Robespierre

Key Ideas from Documents 4-6

Problem	Attempts by Robespierre to Address Problem	Success/Lack of Success in Solving Problem
<p>Doc 4—Turmoil in France Possible failure of the Committee of Public Safety to save Republic Scheme to bring down Republic treacherous and extensive Agents paid by foreigners and internal enemies to execute plan to destroy Republic Continuation of faction against the Republic despite arrests Republic surrounded by enemies</p>	<p>Doc 4—Justified measures taken by Committee of Public Safety to the National Convention Doc 5—Persuaded members of Committee of Public Safety to accept new procedures, reorganize clerical staff, hold weekly meetings with Committee of General Security Press deprived of freedom until true democracy established Government to remain revolutionary until peace restored and enemies put to flight Approved Law of Suspects (September 1793) passed by the National Convention (authorizing creation of revolutionary tribunals to try those suspected of treason against Republic, execution of those convicted) Made penal justice system into enforcement arm of revolutionary government (primary responsibility maintenance of public order, task of identifying internal enemies of Republic and removing them from citizenry, preventing internal enemies from subverting general will)</p>	<p>Doc 6—Robespierre and friends declared outlaws and arrested at Town Hall as ordered by Convention Robespierre and friends executed by guillotine on July 28, 1794 Peace restored to French borders by Revolutionary armies by 1795 Threat of turmoil across France in 1795 National Convention controlled by moderates and conservatives (condemned Robespierre, unable to prevent new radical demonstrations)</p>

Robespierre cont.

Relevant Outside Information
(This list is not all-inclusive.)

Problem	Attempts by Robespierre to Address Problem	Success/Lack of Success in Solving Problem
<p>Threat of coup d'état High prices (inflation) Scarcity of food (shortages of grain, widespread crop failures) Anarchy Peasant revolts Demands of sans-culottes for price controls and rationing Power of Catholic Church over the people Counterrevolutionary activity by émigrés Estates system (unequal distribution of land ownership, tax burden on Third Estate, voting practices in Estates General) Inefficiency of constitutional monarchy Foreign wars (Austria, Prussia, England, Spain)</p>	<p>Removal of social classes and creation of new citizenry Established "Levee en Masse" Promoted laws against hoarding or resisting requisitions for the army Allowed an estimated 20,000 to 40,000 people to be killed Authorized closing of churches throughout France Supported changes to calendar Renamed streets and landmarks to de-Christianize revolutionary France (Notre Dame) Details about Reign of Terror/Great Terror</p>	<p>Money from wartime contracts and profits from inflation made by bourgeoisie who had guided Revolution First formal French Republic formed under Directory Government in hands of property owners Government dependence on military protection Price controls removed Occurrence of sporadic uprisings Continued existence of foreign threats Continued scarcity and inflation faced by lower classes Moderate Directory weak and corrupt Napoleon's rise to power Principles of Declaration of Rights of Man violated</p>

Gandhi

Key Ideas from Documents 7-9

Problem	Attempts by Gandhi to Address Problem	Success/Lack of Success of Gandhi in Solving the Problem
<p>Doc 7—Growth of unrest/discontent/demands for rights among three hundred millions of inhabitants as they understand their place in British empire</p> <p>Spread of agitation as a result of increasing realization of one basic nationality amid differences of creed and caste</p> <p>Demands for fulfillment of solemn assurances of British government that Indians should be given ordinary rights of British subjects</p> <p>Impossibility for national aspirations to be forever repressed</p> <p>Indian dependency on the Empire</p> <p>Impossibility for India to remain dependent in Empire to which it contributes more than half of population</p> <p>Dissatisfaction of millions of Indians on being ruled by self-sufficient and unsympathetic aliens ignorant of genius of people</p> <p>Indian people not content with serfdom</p>	<p>Doc 7—Publication of nationalist ideas in newspapers (<i>Indian Opinion</i>)</p> <p>Doc 8—Boycotted British products, specifically clothing</p> <p>Threw away or destroyed British clothes and encouraged Indians to make their own</p> <p>Doc 9—Turned to fasting and prayer to protest division of India</p>	<p>Doc 9—Greatest triumph was independence of British India on August 15, 1947</p> <p>Unity of India defeated with creation of Muslim state of Pakistan</p> <p>Goal of a common sect-blind creed for all Indians dishonored with partition</p> <p>Trains overcrowded with Muslim refugees fleeing India (1947)</p>

Gandhi cont.

Relevant Outside Information
(This list is not all-inclusive.)

Problem	Attempts by Gandhi to Address Problem	Success/Lack of Success in Solving Problem
Collapse of native industries (crafts, hand-spinning, textiles) Role of imperialism Loss of Indian traditions Limited number of Indians in civil service and government councils Growing disconnect between Western-educated Indian elite and the masses Challenge of disunity (Hindus, Muslims, Sikhs) Caste—treatment of untouchables (harijans) Treatment of women Abuse of power by landlords Sepoy Rebellion Amritsar Massacre Lack of equality between caste, gender, and race	Advocated nonviolent civil disobedience/use of satyagraha Politicized concept of ahimsa (respect for life) Conducted Salt March Conducted negotiations in London Served time in jail to draw attention to injustices Began Homespun/Quit India/Swadeshi campaign Demanded better treatment for harijans and women Use of media to increase support for independence	Hindus predominant in India Muslims predominant in East and West Pakistan Riots, migrations of millions of people, deaths totaling over a million as result of partition Gandhi’s assassination as a result of extreme Hindu reaction Continuation of tensions between India and Pakistan (border issues, Kashmir) Republic of India a parliamentary democracy and also world’s largest democracy Threat of nuclear war became a product of division

Over the course of history, there have been many inspirational individuals. Be their influence good or bad, their impact on the current state of humanity is ineffable. Two of such individuals are Maximilien Robespierre, and Mohandas Gandhi. Both of these individuals set out to bring about change.

Maximilien Robespierre made his impact in the period of the French Revolution. He lived in a time where Royalty and members of the 1st and 2nd estates lived a life of luxury, while the peasants and other members of the 3rd estate struggled to survive. The stratification of French society under the Estates System benefited only about 2% of the population when the tax burden as well as the burden of labor and production fell firmly on the shoulders of the 3rd estate. It's not hard to understand why revolution started. But once it did, and with the king overthrown many new problems started to appear under the new government, the National Assembly. The new government attempted to create a democracy but faced large challenges. Robespierre and other radical Jacobins rose to power when a National Convention was called. They set out to make a better France. They talked about democracy and liberty. One of the main problems faced by Robespierre's government was that he believed France was threatened by traitors and rebels, still loyal to the old regime. Some were moderates fearful of the massive changes proposed and pushed for by Robespierre. Other enemies were sympathizers of the old regime. Robespierre believed that there were enemies within France and outside France, some of which were emigrés who had been part of the old regime and had fled early in the revolution. The threat of enemies caused Robespierre to create a merciless system, of finding and killing all those who opposed him. (Doc. 5b) Robespierre

believed that only if these dangerous elements were removed could France become a true democracy. (Doc. 5a) However, this move, of killing had a dire effect on all of France. Robespierre seemed to believe that there were traitors everywhere. The non-stop search for traitors, left the nation in a state of fear. The endless searchings and killings brought on an era in France best known as "The Terror". This era was characterized countless people both innocent and guilty being sent to the Guillotine. Ordinary citizens were in constant fear of being accused of treason. Simple actions could get people into trouble. About 40,000 people were killed during this time. This age of terror eventually turns on Robespierre, as the Convention of France, tired of bloodshed, turned on him and on his friends. Eventually the Convention executes them. (Doc. 6a) Overall Robespierre was unsuccessful at fixing France's problems. He had a goal of democracy and liberty but his countless murders of innocent people, brought an age of terror that greatly hurt France. And in the end, Robespierre's actions came back to haunt him, as he and his friends faced the guillotine. Even after his death the country faced turmoil. The dream of democracy was lost. The weak Directory established after Robespierre's death was eventually overthrown by Napoleon, who made himself Emperor of France. His rule as a dictator, was similar in some ways to that of both Louis XVI and Robespierre.

Another influential individual was Mohandas Gandhi. Gandhi was a well respected, influential, peaceful revolutionary, during the time when India was trying to break away from Great Britain. The problem that Gandhi faced was that the Indians were treated like they were second class citizens, by Europeans in an empire in which the Indians

provided more than half of the population and much of the wealth. Gandhi wrote "Is it possible for the patriotic people with the glorious traditions of India to be content with serfdom?" (Doc. 7) This meant that, Indians should not be content with being treated as second class citizens by the British as India had a rich history. Earlier Indian empires such as the Maurya, Gupta, and Mughal were prosperous and technologically advanced. However, as the Mughal Dynasty declined the British East India Company took over parts of India. By the mid 1800s, partly because of the Sepoy Rebellion, the British government took direct control over much of India. Once in charge the British created a money economy where Indians sold raw materials and other goods to British factories and were encouraged to buy British products. To combat this, Gandhi approached the situation with a mindset of peaceful protest. An example is when he encouraged the boycotting of British goods, especially clothes. (Doc. 8). Gandhi realized that by buying British clothes they were allowing the British to make greater profits giving the British more of a reason to keep India as a colony. Gandhi encouraged people to boycott British goods, with the goal of damaging the British economy. Other types of protests included hunger strikes, quit work campaigns, and marches, such as the Salt March. These caused the British to spend more money to maintain control in India as well as caused them embarrassment on the international stage. Eventually Gandhi was successful in ending British rule in India, with India becoming independent, August 15, 1947. However, his dream of freedom for India was undermined with the partition of India. Gandhi believed that success should and could only be achieved with the unity of all Indians which didn't happen.

Pakistan became a separate Muslim country and even today there are conflicts between India and Pakistan. (Doc. 9) Gandhi's dream of unity and peace between Hindus and Muslims also failed.

Both Gandhi and Robespierre were inspirational individuals who set out to make a profound impact. Although Robespierre was largely unsuccessful, Gandhi did help gain independence for India, a major accomplishment. This success was lessened by partition, but he was still one of the most important anticolonial leaders of the 20th century. Although their efforts attempted to bring about changes to their countries the outcomes of those efforts were not necessarily successful.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Maximilien Robespierre and Mohandas Gandhi
- Is more analytical than descriptive (*Robespierre*: believed France threatened by traitors and rebels still loyal to Old Regime; created a merciless system of finding and killing all who opposed him; believed only if dangerous elements removed could France be a true democracy; ordinary citizens in constant fear of being accused of treason; overall unsuccessful at fixing France's problems; after his death, the country faced turmoil; the dream of democracy was lost; *Gandhi*: Indians treated as second-class citizens by Europeans; realized buying British clothes allowed Britain to make a greater profit giving it more of a reason to keep India as a colony; encouraged people to boycott British goods with the goal of damaging the British economy; dream of freedom for India undermined by partition of India; believed success should and could only be achieved with unity of all Indians)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Robespierre*: royalty and members of first and second estates lived a life of luxury while peasants and other members of Third Estate struggled to survive; stratification of French society under estates system benefited only about two percent of the population when tax burden and burden of labor and production fell on Third Estate; radical Jacobins set out to make a better France; émigrés who had been part of Old Regime fled France early in the Revolution; endless killings brought an era best known as “the Terror”; countless people both innocent and guilty sent to guillotine daily; Directory established after his death eventually overthrown by Napoleon; *Gandhi*: British created a money economy where Indians provided Britain with raw materials and other goods; protests included hunger strikes, quit work campaigns, and marches such as Salt March; even today there are conflicts between India and Pakistan)
- Richly supports the theme with many relevant facts, examples, and details (*Robespierre*: made impact in French Revolution; Convention of France turned on him and his friends; faced guillotine; *Gandhi*: India tried to break away from Great Britain; India provided more than half the population and much of the wealth; boycotted British goods especially clothes; British rule in India ended August 15, 1947; Pakistan separate Muslim country)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state Robespierre and Gandhi set out to bring about change indicating that while Robespierre was unsuccessful, Gandhi's success was lessened by partition

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation and the integration of outside information as well as strong analytic statements support the theme that both individuals set out to make changes in their respective countries. Depth of knowledge is evident in the development of the task for both Robespierre and Gandhi.

Throughout history, many have stood up to higher powers for causes they felt needed to be fought for. Even though they may not have succeeded initially, or gotten exactly what they bargained for, nevertheless they brought change to their world. Two such men, Mohandas Gandhi and Maximilien Robespierre, sought to change the world around them.

At the time Gandhi began his campaign for freedom, unrest was already growing in India (Doc 7). Ever since the Sepoy Rebellion, when the British government took direct control of India, cotton along with other cash crops and resources were being exported to British factories to be made into goods for resale. The British also used India as a market place to sell their British made goods to make a profit. Because of these British policies, less food was grown by Indians and food shortages resulted causing resentment. In addition, the British denied Indians the right to practice their traditions. They encouraged higher-caste Indians to study at schools the British established where learning English was stressed. As a result, Indians increasingly resented British rule.

Though there had been violent revolutionaries before him, Gandhi chose a different path for independence — through ahimsa, or non-violent tactics. Early on Gandhi started a campaign that included work stoppages. Near the same time, the Amritsar Massacre of 1919 occurred. Many unarmed Indians gathered in a courtyard to listen to nationalist speakers and hundreds were killed when a British general blocked their escape. This resulted in a greater distrust of the British and a call for India's complete separation from Britain. Gandhi created situations for the British to react to like the boycotting of British goods. He hit the British where it really hurt — their pocketbooks. (Doc 8)

Gandhi encouraged the Indians to become more self-sufficient by suggesting they produce their own goods. Gandhi believed that if Britain did not profit from India then it would be more willing to end colonial rule. But, the British still tried very hard to keep the Indians down, politically and economically. The English had a monopoly on salt in India and placed a tax on it. To make matters worse, salt was essential to daily life! Gandhi launched one of his most famous campaigns in order to oppose this monopoly; the Salt March of 1930. He and many followers walked over 200 miles to the coast of India to gather and make salt, proving to the British that he and the other people of India wouldn't bow to the British. The beatings and the arrests of Indians protesting at the salt works showed the world the violent behavior of the British and this was publicized in many foreign newspapers. Public opinion against the British increased and the British started to realize that they needed to pull out of India. However, it wouldn't be until 1947, when the British were weak from the Second World War, that they would give India their independence. British India was partitioned. Along with the newly independent India, a country for Indian Muslims was created—Pakistan. (Doc 9a) Many of India's Muslims migrated out of India, as Hindus migrated from Pakistan to India. (Doc 9a) The violence and the mass migrations saddened Gandhi. (Doc 9a). Gandhi had a goal—of a sect-blind, free India. He believed that for India to truly be free all should live together in one country. While independence was achieved, Gandhi felt that he had failed.

Robespierre became a leader of the French Revolution, and later, the leader of the new France. It was his dream, through the revolution, to have a democratic France, but he saw enemies everywhere trying to bring down

the revolution. (Doc 4) Of course, it didn't help that he was faced with both foreign invasion and civil war. At first, he restricted the press to prevent secret information from leaking to his enemies. (Doc 5a) That wasn't enough in his eyes, though because in 1793, September 17th, he and the National Convention created the Law of Suspects, which allowed tribunals to be created and try those accused of treason (Doc 5b). Those who were found guilty were executed via guillotine, a newly invented killing device. However, in Robespierre's eyes, internal enemies were everywhere. Many people were now tried for false crimes against the state. People, even ordinary citizens on the street, who hadn't actively done anything to oppose the government, were under suspicion. Even Danton, a friend and colleague of Robespierre's, was executed under the suspicion he was against the government. Instead of creating a free democratic state, Robespierre made the Reign of Terror. He believed that by starting a "reign of terror" that he could rid France of its enemies and create a democracy. During this time which lasted a little under a year his government killed thousands of people by guillotine. Robespierre failed to create his ideal democracy. Instead he created a bloody dictatorship that did not respect the democratic ideals of free speech, free press, or individual liberty. He was declared an outlaw on July 27th, 1794. (Doc 6a) Along with 21 of his allies, Robespierre died via guillotine on July 28th, 1794, the last people beheaded in the Reign of Terror. (Doc 6a) After Robespierre's death, Napoleon rose to power and ruled as a dictator. While Napoleon codified laws and supported the idea that people are equal under the law, democracy as we know it did not exist.

Though these men used different methods to bring about change in their world they were somewhat successful in their endeavors. They both

changed their worlds greatly. However the changes that resulted were not necessarily what either man hoped for. Gandhi freed India from British control but it was partitioned into two countries, one primarily Hindu and one primarily Muslim. Robespierre killed many people and brought chaos which helped lead to the rise of Napoleon.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Mohandas Gandhi and Maximilien Robespierre
- Is more analytical than descriptive (*Gandhi*: India exported cash crops to British factories for resale and India was being used as a marketplace to sell British goods for a profit; because of this, less food was grown; created situations for the British to react to like boycotting, hitting British where it really hurt—their pocketbooks; Indians encouraged to become more self-sufficient by producing own goods; believed if Britain did not profit from India it would be more willing to end colonial rule; believed for India to be truly free all should live together in one country; *Robespierre*: dream to have a democratic France but there were too many enemies everywhere trying to bring down the revolution through foreign invasion and civil war; people who had not actively done anything to oppose government under suspicion; thought he could rid France of its enemies and create a democracy; created a bloody dictatorship that did not respect democratic ideals of free speech, free press, or individual liberty)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Gandhi*: since the Sepoy Rebellion the British government directly took control of India; chose a different path for independence, through ahimsa; in Amritsar Massacre, many unarmed Indians killed by a British general who blocked their escape; British monopoly and tax on salt; launched Salt March and walked with followers over 200 miles to coast to gather and make salt; *Robespierre*: friend and colleague Danton executed; instead of creating a free democratic state he made Reign of Terror; in a little under a year government killed thousands; Napoleon supported idea that people equal under the law)
- Richly supports the theme with many relevant facts, examples, and details (*Gandhi*: Indians denied the right to practice traditions; led boycotts of British goods; India given independence and Pakistan created; *Robespierre*: Law of Suspects allowed creation of tribunals to try those accused of treason; guilty executed via guillotine; declared an outlaw in 1794)
- Demonstrates a logical and clear plan of organization; includes an introduction that states many individuals have stood up for causes they felt needed to be fought for and a conclusion that discusses successes and failures

Conclusion: Overall, the response fits the criteria for Level 5. The response provides a thoughtful evaluation of how the actions of Gandhi and Robespierre were successful in bringing change but the resulting changes were not what either had hoped for. Well-placed historic details are interwoven with relevant outside information and demonstrate a depth of understanding.

Throughout history, problems emerged that several individuals wanted to address. While some leaders were successful in their quest, others were not. However, these leaders not only stood up against higher authorities for themselves and other people, but also, changed the course of history. Two examples of individuals who addressed specific problems include Mohandas Gandhi and Bartolomé de Las Casas.

In the early 1900s, the British government continued to control and influence the Indian culture, economy, and government. What angered the Indians depended on their place in society. The poor farmer could not afford food. The middle and upper class Indians were denied the ordinary rights of British subjects they learned about in British run schools. Despite the solemn assurances of the British government that they would receive rights, they were treated as second class citizens. They were denied rights such as freedom of speech and equality before the law. But instead of violently rioting against the British as some wanted to do, many Indians began to listen to Mohandas Gandhi, who became one of the most influential civil rights activists in the world. He preferred using non-violent tactics & protests, along with peaceful negotiations, instead of violence. Gandhi wanted to draw world attention to the unfair treatment of Indians by the British colonial government so that the world would put pressure on the British to behave in a more fair way. Overtime, Gandhi gained media attention and millions of followers. Together, Gandhi & his supporters advocated for Indian independence from the British. As shown in Doc 8, Gandhi practiced peaceful boycotting and protesting by encouraging people to burn their British made clothes and make their own. Events like these, along with peaceful marches, the boycotting of British goods, organized labor

strikes, and non-violent protests against the British government, led to Gandhi's eventual success and triumph.

In 1947, India officially gained independence from the British, but at the same time, a national problem arose which made Gandhi's triumph over the British seem like a defeat at the same time. Living inside the Indian subcontinent were diverse religious groups including Hindus & Muslims. Hindus & Muslims did not trust one another after centuries of conflict and mistreatment between the groups. The British played off this distrust to build fear within each group. This became a big problem at the time of independence. As independence was achieved, Muslims were concerned about living in a predominately Hindu India. Muslim refugees fled India and settled in Pakistan (Doc 9) and Hindu refugees fled Pakistan for India. There was rioting and violence along the borders. This ended one of Gandhi's dreams – to create a democratic tolerant society in which inclusion and equality were promoted. Thus, although Gandhi was successful in gaining independence from the British, he was 'defeated' in the sense that British India was divided. A new Muslim state of Pakistan was established at the same time as a predominately Hindu India was created. Despite this drawback, Gandhi was successful in achieving independence from the British and is regarded as one of the most influential civil rights activists in history.

Another example of an individual who stood up to address specific problems was Bartolomé de Las Casas. During the early-mid 1500s, the Spaniards took control of the West Indies and much of Latin America following Columbus' voyage. They raided Indian towns and cities and seized the institutions/establishments. The Spaniards

placed themselves in charge of the government & the economy, & forced the native Indians into slavery under the encomienda system. However Las Casas, a priest and missionary, was aware of the atrocities being committed against the native Indians, and believed that the only way to help the native Indians and stop their abuse was to speak up against it. According to Document 2b, Las Casas wrote letters and published a variety of works including A History of the Indies, in which he accused Spanish colonists & colonial institutions of persecuting the natives. In De Único Modo, he set forth the doctrine of peaceful evangelization of the Indians, a way to Christianize native Indians that was less cruel. Not only did Las Casas fight the Spanish authorities & encomenderos with his words, but also, with his actions. Las Casas, with the assistance of the Dominicans, engaged evangelization in the unconquered “land of war” territory, Tezutlan, in present-day Costa Rica. Las Casas emerged successful in his efforts to evangelize. In reaction to Las Casas’s protests & his advocacy for natives, the Spanish monarch Charles V, introduced the New Laws (Doc 3) in 1542 which granted freedom to native Indians as vassals of the crown and forbade the granting of new encomiendas. However, in response to extreme pressure, Charles V modified some of these laws & revoked others. Although Bartolome’s efforts attempted to gain better treatment for the native Indians by the encomenderos, he was not successful overtime, because the encomenderos were replaced by the Spanish monarchy exerting greater control over the declining Indian population. By the mid 1500s and even more in the 1600s, because of drop in native Indian populations they were used less as slaves and laborers. More of the farm work was being done by African slaves.

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

Las Casas had managed to limit the use of native Indians in Spanish colonies.

History is filled with individuals who have addressed specific problems & stood up to higher authorities. Two individuals who have made a permanent mark in civil rights leadership are the successful Ghandi & the not so successful Bartolomé de Las Casas. Without these two men, history would have been different.

Anchor Level 4-A

The response:

- Develops all aspects of the task but discusses Mohandas Gandhi more thoroughly than Bartolomé de Las Casas
- Is both descriptive and analytical (*Gandhi*: Indians angered that they were denied ordinary rights of British subjects they learned about in British schools; instead of violently rioting against the British as some wanted to do, many Indians began to listen to him; preferred using nonviolent tactics and protests along with peaceful negotiations; rioting and violence along the borders at independence ended one of his dreams—to create a democratic tolerant society in which inclusion and equality were promoted; *Las Casas*: Spanish placed themselves in charge of the government and economy and forced native Indians into slavery under encomienda system; aware of atrocities being committed and believed only way to help native Indians and stop their abuse was to speak against it; he fought Spanish authorities and encomenderos with his words and actions; in response to extreme pressure, Charles V modified some of these New Laws and revoked others; although his efforts attempted to gain better treatment for native Indians by encomenderos, he was not successful over time because the encomenderos were replaced by the Spanish monarchy exerting greater control over the declining Indian population)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Gandhi*: wanted to draw world attention to the unfair treatment of Indians by the British colonial government so that the world would put pressure on British to behave and act in a more fair way; over time he gained media attention and millions of followers; peaceful marches, boycotting of British goods, organized labor strikes, and nonviolent protests against the British government led to eventual success and triumph; Hindus and Muslims did not trust one another after centuries of conflict and mistreatment between groups; *Las Casas*: evangelization was a way to Christianize native Indians that was less cruel; by mid-1500s and even more in 1600s because of drop in native Indian populations, they were used less as slaves and laborers; more work was being done by African slaves)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: he and supporters advocated for independence; encouraged people to burn their British-made clothes and make their own; India gained independence; *Las Casas*: Spanish took control of West Indies; published *History of the Indies* in which he accused Spanish colonists and colonial institutions of persecuting natives; *De único modo* set forth doctrine of peaceful evangelization of Indians; Charles V introduced New Laws which granted freedom to native Indians as vassals of the crown)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state both Gandhi and Las Casas not only stood up against higher authorities but also changed the course of history

Conclusion: Overall, the response fits the criteria for Level 4. Analytic statements and good outside information along with integrated document information demonstrate a good understanding of Gandhi. While the section on Las Casas is primarily framed using document information, the use of outside information bolsters the effort. Additional analytic statements regarding Las Casas' efforts would have strengthened the response.

From the time of Columbus' first voyage to the Americas in 1492, to the 1790s when the French were facing revolution, the world faced numerous problems stemming from all sorts of roots. In particular, the Spanish faced the issue of colonization/treatment of foreigners which Bartolome de Las Casas attempted to address. Two centuries later, Maximilien Robespierre took on the issue of internal enemies in the face of the revolution in France. Each man, however, differed in their successes and failures.

During the time of colonization in the West Indies, Charles Gibson (Doc. 1) described the need for labor and the treatment of the natives as following a policy of enslavement during the colonization in the West Indies. At this time an encomienda system was set up by the Spanish to give the conquistadors the right to demand labor needed to farm and mine. The natives under this system were treated cruelly, in some cases worse than feudal serfs. Las Casas saw the encomienda system first hand. Following this, Las Casas wrote several letters to the Spanish King hoping he would end the mistreatment of natives. He also wrote "De único modo" (Doc. 2) which proclaimed his idea of peaceful evangelization of the Indian native. He believed the natives should be converted to Christianity without violence and in ending the encomienda system. Las Casas returned to Spain to push his ideas. By 1542, Charles V of Spain instituted the New Laws (Doc. 3) which most significantly forbade the granting of encomiendas and the enslavement of native Indians. These laws declared native Indians to be free. Although this law was put into effect, it eventually fell apart as Charles "tweaked" and changed it while under pressure. By the late sixteenth century the encomienda system had faded as the

Spanish monarchy exerted increasing control over the natives and African slavery increased in importance. Charles V may have issued the New Laws, in part because of Las Casas' efforts, but later decided that he had to end some of the new laws in order to avoid possible rebellions in Mexico and Peru. As a result of the King's decisions abuses of the natives continued for many years. Therefore Las Casas' attempts to reform the colonists treatment of the natives ultimately failed. Despite Las Casas' efforts, mistreatment along with diseases wiped out a large portion of the native population.

Well before the time of Robespierre and 1793, France faced significant rebellion and demand for change. For example, the demand for lower bread prices led women to stage a bread march, ultimately forcing Louis XIV to return to Paris from Versailles so that Parisians could keep an eye on him. Another example is the issue of representation in the Estates General. The Third Estate felt they had no say and this influenced the forming of the National Assembly and the signing of the Tennis Court Oath. The King's power was limited under the new moderate government but things didn't seem to get better for the majority of French people. Because of this the moderate government was overthrown by the Radicals, led by Robespierre. He became a key leader of the Committee of Public Safety and believed that there were many internal enemies present in France who were against him and the Republic. Robespierre sought to rid France of these internal enemies, who he believed sought to dissolve and bring down the state (Doc 4). Robespierre may have, in part, been somewhat paranoid over the exact numbers of enemies the French Republic had, since there was much commotion over who was on who's side and who

wanted the King back in power. Robespierre took several steps to stop enemies from gaining more power. According to John Laurence Carr, Robespierre attempted to deprive the press (Doc. 5a) of many of its freedoms. Thus, the press would not have as much impact on the people in sparking revolutionary activity and creating more enemies for the republic. Without the power of the press spreading the word, Robespierre believed he would be slightly safer and the enemies would be silenced. Robespierre along with the National Convention, also instituted The Law of Suspects (Doc. 5b) in 1793. This as part of his Republic of Virtue, would have suspected enemies of the Republic imprisoned and executed. He believed that he could trust no one, and so used extreme measures. Thousands of innocents were killed. Some of them were true enemies fighting within France to undermine Robespierre's power and France's stability. However, his paranoia caused him to target many others who may have supported his government but either did something or said something that got them in trouble. After about a year of this chaos, Robespierre paid his price by becoming imprisoned himself. Eventually he was executed via guillotine (Doc. 6a) by the hands of the National Convention. Robespierre's actions were even too sinister for this revolutionary government. After his death, moderates occupied the government and were not able to suppress radical demonstrations (Doc. 6b) which demanded economic reforms. Eventually Napoleon staged a coup d'état and took over France's government. Robespierre's dream of a democratic, virtuous republic was destroyed by the conservatives who wanted to stop democracy; by his own extreme policies and by Napoleon, who declared himself emperor. This means that Robespierre failed much like Las Casas did centuries earlier.

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

Both Las Casas and Robespierre instituted reform to address a problem. It was the Spanish treatment of the natives in their West Indies colonies for Las Casas and the threat of internal enemies in France for Robespierre. Each man succeeded in making some changes, but each failed to establish the long lasting effect desired.

Anchor Level 4-B

The response:

- Develops all aspects of the task but discusses Maximilien Robespierre more thoroughly than Bartolomé de Las Casas
- Is both descriptive and analytical (*Las Casas*: natives under the encomienda system were treated cruelly, in some cases worse than feudal serfs; believed natives should be converted to Christianity without violence and in ending the encomienda system; Charles V may have issued New Laws in part because of Las Casas' efforts, but later decided he had to end some of the New Laws to avoid possible rebellions; as a result of the king's decisions, abuses of natives continued for many years; despite his efforts, mistreatment along with disease wiped out a large portion of the native population; *Robespierre*: believed many internal enemies in France were against him and the Republic; may have been somewhat paranoid over exact number of enemies since there was so much commotion over who was on whose side and who wanted king back in power; attempted to deprive press of many freedoms to reduce impact in sparking revolutionary activity and creating more enemies; believed he could trust no one and so used extreme measures; actions were even too sinister for the revolutionary government; dream of a democratic virtuous republic destroyed)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Las Casas*: encomienda system gave conquistadors the right to demand labor needed to farm and mine; saw the encomienda system first hand; late 16th-century African slavery increased in importance; *Robespierre*: moderate government was overthrown by Radicals led by Robespierre; Law of Suspects part of his Republic of Virtue; many killed who may have supported his government but did or said something that got them in trouble; eventually Napoleon staged a coup d'état and took over France's government)
- Supports the theme with relevant facts, examples, and details (*Las Casas*: proclaimed idea of peaceful evangelization of the Indian in *De único modo*; went to Spain to push his ideas of evangelization and ending the encomienda system; Charles V of Spain instituted New Laws which forbade the granting of encomiendas and the enslavement of native Indians; *Robespierre*: key leader of Committee of Public Safety; suspected enemies of Republic imprisoned and then executed; eventually executed via the guillotine); includes a minor inaccuracy (*Robespierre*: Louis XIV forced to return to Paris)
- Demonstrates a logical and clear plan of organization; includes an introduction that states from the time of Columbus' first voyage to America to the 1780s when France was facing revolution, the world faced numerous problems and a conclusion that states both Las Casas and Robespierre succeeded in making some changes but failed to establish the long-lasting effect desired

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of Las Casas is framed by document information while outside information frames the discussion of Robespierre. Both discussions show a good understanding of the task. The treatment of both individuals contains some analysis.

Throughout history, when there has been injustice, there has also been people there to fight against it. Whether there are many or few individuals who come to light during the struggle, there is always at least one who will set a great precedent showing how to fight and exactly what is worth fighting for. These are the people who not only stood up for themselves, but stood up for others as well. Two of these people are Mohandas Gandhi and Bartolomé de Las Casas.

Mohandas Gandhi was an Indian nationalist who saw his people being oppressed and taken advantage of by the British. The British abused India economically making them produce raw materials for British factories and buy British made goods often at high prices. Politically, Indians were given few rights. They couldn't make political decisions for themselves and their opinions and interests were often ignored. Though the British promised the Indians more freedom as a result of their help in World War I, they were never given it. Gandhi knew if the people didn't fight for their rights then they would never get them. So through using civil disobedience, peaceful protests and marches, and boycotts (Doc. 8) Gandhi worked to gain independence for India. One example is the Salt March where he marched to the sea to make salt because of the British tax on this needed resource. Another was when Gandhi went on hunger strikes to protest against the British. With using nonviolent principles, Gandhi was able to earn respect from many Indian people who joined him in peacefully protesting against British rule. Though successful in ridding India of Britain's control he had also wanted to make a sect-blind nation. (Doc. 9) He believed that this was only possible if he could unite all the Indian people — Hindu, Muslim, Sikh. Independence became "Gandhi's

greatest triumph..." as well as his greatest... "defeat." as the British had partitioned India creating the new Muslim state of Pakistan (Doc. 9a) This separation caused great discontent as many Indian Muslims fled to Pakistan and many Pakistani Hindus fled to India. This division based on religion caused a great uproar and fighting especially near the borders resembled a civil war. So though successful in gaining independence for his Indian people, Gandhi was not successful in keeping his Indian people united in a single country.

Bartolomé de Las Casas was a Spaniard in the Spanish colonies of Latin America attempting to convert the native Indians. On his adventures in Latin America, Bartolomé noticed that the natives were abused, oppressed, and treated horribly. The greatest problem he addressed was that if the natives did not work willingly for the Spanish, they were forced (Doc. 1). On top of that the Spanish would invade Indian communities and enslave their people by forcing them to work under the encomienda system. (Doc. 1) Native Indians were to work on plantations for Spanish conquistadors. Bartolomé wanted to stop such atrocities and bring them to the attention of the throne. In letters to the 'Council of the Indies' in Madrid, Bartolomé discussed the horrible maltreatment of the Indians. And in 1537, Las Casas wrote *De Único Modo*, a book in which he "set forth the doctrine of peaceful evangelization (converting Indians to Catholicism)." (Doc 2b). Bartolomé's letters influenced the throne to make reforms. So the throne enacted the New Laws which; forbade the enslavement of Indians, forbade the granting or inheritance of encomiendas, and most importantly granted Indians to be free persons. (Doc. 3). Spanish colonists protested the New Laws, resulting in the throne

revoking some of the laws and modifying others. This made Bartolomé somewhat successful. The power of the Spanish encomenderos was limited. While the throne had greater control over the Indians, they were not able to prevent them from being oppressed. Also one of the byproducts of helping the Indians was unfortunately the use of Africans as slaves on Spanish plantations.

Though successful to different extents, the people discussed were still significant people in history, who set significant precedents. This shows that different people can still fight for justice at any time in history. These people also show that one should stand up for others' rights, and fight for what's right.

Anchor Paper 4-C

The response:

- Develops all aspects of the task but discusses Mohandas Gandhi more thoroughly than Bartolomé de Las Casas
- Is both descriptive and analytical (*Gandhi*: Indian nationalist who saw his people oppressed and taken advantage of by British; able to gain respect from many people with his peaceful protesting; independence became his greatest triumph as well as his greatest defeat; separation of India caused great discontent as many Indian Muslims fled to Pakistan; *Las Casas*: noticed natives were abused, oppressed, and treated horribly; if natives did not work willingly for Spanish they were forced; wanted to stop Spanish atrocities and bring them to attention of the throne; his letters influenced the throne to make reforms)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Gandhi*: British abused India economically making them produce raw materials for British factories and buy British-made goods; though the British promised Indians more freedom for their help in fighting World War I, they were never given it; used civil disobedience; in Salt March, he marched to the sea to make salt because of British tax placed on this needed resource; went on hunger strikes to protest against the British; Pakistani Hindus fled to India; *Las Casas*: one of the byproducts of helping the Indians was unfortunately the use of Africans as slaves on Spanish plantations)
- Supports the theme with relevant facts, examples, and details (*Gandhi*: independence for India; Britain partitioned India, creating new Muslim state of Pakistan; *Las Casas*: Spanish invaded Indian communities; encomienda system; wrote *De único modo* setting forth doctrine of peaceful evangelization; New Laws forbade enslavement of Indians, granting or inheritance of encomiendas; granted Indians to be free persons; Spanish colonists protested New Laws; throne revoked some of laws and modified others)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss when there is an injustice there are people who fight for justice and what is right

Conclusion: Overall, the response fits the criteria for Level 4. The response makes good use of facts and details to explain how Gandhi and Las Casas fought against injustice thus demonstrating a good understanding of the task. The inclusion of more analytic statements and more outside information for Las Casas would have strengthened the response.

European involvement in areas around the world has resulted in individuals rising up around the globe to solve the problems created by European expansion. This especially applies to Mohandas Gandhi and Bartolomé de Las Casas. Mohandas Gandhi fought for Indian independence from the British in the 1940's and Bartolomé de Las Casas fought to gain Native American rights in Latin America in the 1530's, which they achieved with limited success.

Due to the European expansion into Latin America, Bartolomé de Las Casas rose up and defended the rights of Native Americans. According to Charles Gibson in "Spain in America" the Europeans forced the natives into large-scale enslavement. Since the Europeans used the Americas as a source for raw materials, the need for labor increased with the need to grow more cash crops and to export more silver. The natives were forced into labor systems with the work getting harder and harder (Doc 1). The increase in slave labor and unjust treatment of natives only grew with the Spanish adoption of mercantalism. This meant the colonies must provide raw materials and markets for the mother country so that she could have a favorable balance of trade. The natives were seen as inferior and were sometimes beaten and often overworked. Since they did not have a voice Bartolomé de La Casa would speak for them. He did this by expressing his concerns through the form of a letter. La Casa wrote three long letters to the council of Indies in Madrid. Within these letters he described the unjust oppression of the natives especially through the encomienda labor system which was meant to provide care for natives and Christianize them in return for labor. Often this system was abused. La Casas also wrote *De único modo* in which he created a doctrine describing the peaceful evangelization or

Christianizing of the natives (Doc 2a & 2b). Although these letters put La Casa in conflict with the encomenderos he successfully gained the natives some rights. In 1542 Charles V forbade the enslavement of Indians, even declaring them free persons, vassals of crowns, and possessing their own free will which means they were no longer slaves. Some of these laws were later revoked partially because of rebellions threatened by encomienda holders. Although the encomienda continued it was limited and by the mid sixteenth century faded away.

Despite the success of weakening the encomienda, the Spanish king increased the Crown's control over the declining Indian population (Doc 3). Despite the efforts of La Casa the Indian population was decreasing. This was caused by the spread of European diseases they lacked immunity to such as smallpox. This also resulted in a decrease of native slave laborers and increase in the use of African slaves. La Casa was successful in achieving limited rights for the natives in Latin America, but slavery still continued. It was now enslaved Africans instead of Indians.

European colonization also resulted in an independence movement that took place in India. The leader of this Indian independence movement was Mohandas Gandhi. As the years of British occupation in India increased so did the amount of unrest. The Indian independence movement occurred because the Indian population was the majority and yet they weren't even granted rights of ordinary British citizens. They were also exploited economically. Their markets were flooded with British made goods that were cheaper than Indian made goods. They no longer wanted to be repressed and relieved they would not gain equality in the British "democracy" unless they took action. The majority should

not be oppressed by the minority and that's when Gandhi took a stand. (Doc 7). Gandhi believed that the way to achieve Indian independence was through nonviolent protest. He believed that through nonviolence and satyagraha or the truth force, independence could be achieved. Examples of non violent protest led by Gandhi would be his salt protest or boycotts such as those on British clothes. By not buying British clothing it would hurt the British economy and they would no longer be able to afford to govern India especially because it was getting increasingly expensive. (Doc. 8) It was also becoming more difficult to control the Indians and apply their justice codes in ways Indians saw as fair. (Doc 8). Gandhi also established the Indian National Congress which was consisted of western educated elite. This Congress argued about how wrong the British system of imperialism was. Gandhi and the Indian National Congress fought for independence and was successful on August 15, 1947. Despite his success on achieving Indian independence from Britain, Gandhi was unsuccessful in maintaining a united India. Due to the different beliefs and fears of the Hindus and Muslims living in India, it was partitioned into Muslim Pakistan run by Jinnah and Hindu India. Because of this the mass migration occurred. Gandhi was against the split but it occurred anyway (Doc 9a and 9b).

The European domination in areas such as Latin America and India resulted in movements to gain people their rights. These movements were led by people such as Mohandas Gandhi and Bartolomé de La Casa who stood up for the unjust treatment of their people. Europeans treated the people of India and Latin America as inferior. This resulted in Gandhi and De La Casa rising up and achieving some success and increasing rights for their people.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Bartolomé de Las Casas and Mohandas Gandhi
- Is more descriptive than analytical (*Las Casas*: natives forced into labor systems with work getting harder; letters put him in conflict with encomenderos; successfully gained natives some rights; New Laws meant Indians were no longer slaves; *Gandhi*: as years of British occupation in India increased so did amount of unrest; majority Indian population not granted rights of ordinary British citizens; believed way to achieve independence was through nonviolent protest; by not buying British clothing, British economy would be hurt and they would no longer be able to afford to govern India; unsuccessful in maintaining a united India because of different beliefs and fears of Hindus and Muslims)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Las Casas*: since Europeans used Americas as a source for raw materials, the need for labor increased with need to grow more cash crops and export more silver; encomienda system meant to provide for Indians and Christianize them; decline in Indian population caused by spread of European diseases such as smallpox; decrease in use of native laborers resulted in increase in use of African slaves; *Gandhi*: Indians exploited economically; their markets flooded with British-made goods that were cheaper than Indian-made products; led salt protest; increasingly expensive and difficult for British to control Indians and apply their justice codes in ways India saw as fair; Indian National Congress argued about how wrong the British imperialism system was)
- Includes some relevant facts, examples, and details (*Las Casas*: rose up to defend the rights of Native Americans; Europeans forced natives into large-scale enslavement; expressed concerns in letters to Council of Indies in Madrid; wrote *De único modo* describing peaceful evangelization of natives; Charles V forbade enslavement of Indians declaring them free persons, vassals of the crown, and possessed of their own free will; *Gandhi*: fought for Indian independence from Britain; India given independence; India partitioned into Muslim Pakistan and Hindu India); includes a minor inaccuracy (*Gandhi*: established Indian National Congress)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state European involvement in areas around the world has resulted in individuals leading movements to gain people their rights as well as to solve the problems created by European expansion

Conclusion: Overall, the response fits the criteria for Level 3. Information from the documents frames the discussion and is supported with some relevant outside information demonstrating an understanding of the task. Although primarily descriptive, a few analytic statements are scattered throughout the response.

Certain countries, have seen individuals that tried to combat the problems that arose in their country. Bartolomé de Las Casas, and Mohandas Gandhi, each tried a different method to address problems in their own country, and were each awarded with a different measure of success.

During Old Imperialism, many European countries established colonies in the Americas. In the 1500's, Spain controlled many colonies, and as more Spanish settled in the Americas, labor was needed for work on the many farms and plantations (Document 1). West Indian natives and other native peoples, were forced to work as slaves for the Spanish. The Encomienda system, passed by the Spanish King, made it lawful to enslave these Native Americans. West Indian natives and other native peoples were put to work, and were treated harshly, and oppressed. They were forced to work long hours in very bad conditions. Sometimes they were worked to death or died of diseases. Bartolomé de Las Casas, was upset at the treatment the Native Americans were receiving, and set out to help them. Las Casas wrote three long letters which he sent to the Council of the Indies in Madrid, the capital of Spain. In the letters, Las Casas accused the Spanish of oppressing the Indians, using the Encomienda System. After different experiments in Central America, Las Casas traveled to Spain to petition for the Native Americans (Document 2b).

Las Casas's actions, helped to some degree. As stated in Document 3, King Charles V of Spain forbid the granting of new encomiendas, and the inheritance of encomiendas – the system which Las Casas was very much opposed to. Native Americans were also declared to be free people. However, the colonists were incensed at these changes because it meant that they lost their source of labor, and protested against the laws.

Many people rose up to defy the law. Not wanting a rebellion, the Monarch at the time, modified some of the laws he had just made, regarding Native Americans. The encomienda system continued, but in a limited form of what it had been before. So although Las Casas at first was very successful, some of his success eventually reversed.

In the late 1800's, nationalism was growing in India, and many Indians were resenting the rule of the British. Nationalist groups formed to try gaining independence. The nationalists believed in self rule. Mohandas Gandhi eventually served as a leader of one of the nationalist groups, the Indians National Congress. Gandhi described problems faced by Indians under British rule in 1905, in "Indian Opinion" (Document 7). One reason that prompted Indians to try for independence, was the lack of rights for Indians, even though they comprised most of the population. The British unfairly denied the Indians the basic rights of any citizen even though India had fought in wars for them and provided the British with much of their profit. Gandhi proposed a method of passive resistance as a means to gain independence. It called for publicly defying unjust laws and actions done by the British. Indians were told not to vote, attend British schools, or pay high unfair taxes. In Document 8, Gandhi is seen rallying the people, not to buy British goods such as clothing. Passive resistance, had an effect, as it put a negative light on the British. World pressures helped cause the British to relent, and free their hold on India. The protests, boycotts, and breaking of laws had caused it to be more expensive to maintain India. On August 15, 1947, Britain granted independence, and because of religious differences, divided India into 2 countries: India for the Hindus, and Pakistan for the Muslims. Gandhi's success

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

was bittersweet, because although India was granted independence, the unity which he had hoped for, was destroyed.

The actions done by Bartolomé de Las Casas and Mohandas Gandhi, benefited and helped to minimize problems in their country. Neither, however, were rewarded with complete success.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for Bartolomé de Las Casas and little depth for Mohandas Gandhi
- Is more descriptive than analytical (*Las Casas*: as more Spanish settled in the Americas, labor was needed on farms and plantations; encomienda system made it lawful to enslave Native Americans; upset about treatment natives were receiving and set out to help them; not wanting a rebellion, monarch modified some laws he had just made; *Gandhi*: many Indians were resenting rule by British; Indians were denied basic rights even though they comprised most of the population; his success was bittersweet because unity he had hoped for was destroyed)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Las Casas*: natives forced to work long hours in bad conditions; sometimes Native Americans were worked to death or died of diseases; colonists incensed at changes and protested because they lost their source of labor; *Gandhi*: nationalists believed in self-rule; led nationalist group, Indian National Congress; India fought in British wars and provided British with much of their profit; passive resistance put a negative light on the British; world pressures helped cause British to relent and free their hold on India; protests, boycotts, and breaking of laws caused it to be more expensive to maintain India)
- Includes some relevant facts, examples, and details (*Las Casas*: wrote letters to Council of Indies in Madrid; traveled to Spain to petition for natives; Charles V forbade granting of and inheritance of encomiendas; Native Americans declared to be free people; *Gandhi*: called for publicly defying unjust laws and actions of British; British granted India independence; India divided; Pakistan created for Muslims)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states neither Las Casas nor Gandhi were rewarded with complete success

Conclusion: Overall, the response fits the criteria for Level 3. The response is framed by document information and employs accurate historical facts and details to support the task. Although a few analytic statements are included in the discussion, further explanation of statements would have strengthened the effort.

Throughout the ages, many social and human-rights problems have emerged. Individuals such as Mohandes Ghandi and Bartolomé de Las Casas have attempted to solve these problems. While Las Casas's efforts met with some success, Ghandi's efforts brought about another problem.

During the 1500's, the Spaniards controlled Latin America. In order to bring profit to Spain, the mother country, sugar plantations were set up, and the harvested produce was sent to Europe. These plantations needed workers, and the Spanish forced the Native Americans who were on the land to work on these plantations as slaves (Doc. 1) under the encomienda system. These Indians were forced to work in subhuman conditions, and millions died, some from hunger and many from disease. Bartolomé de Las Casas, a Spaniard, saw this unfair treatment of the Indians, and was outraged. Therefore, in the 1530's, Las Casas wrote a few letters to the Council of the Indies in Madrid, telling them of the horrors he had witnessed, and accusing the Spanish of oppressing the Indians. Additionally, he wrote a book titled *De Unico Modo*, in which he discussed a way to peacefully Christianize the Indians (Doc. 2). His efforts bore fruit, when King Charles V of Spain read his works, which aroused his conscience. Therefore, in 1542, King Charles passed the New Laws (Doc. 3) which forbade the enslaving of Indians. Additionally, it also forbade the granting of new encomiendas. Most of all, it declared the Indians to be free people. Unfortunately this did not last long. Faced with rebellions and anger by the encomenderos, the king changed or revoked parts of the New Laws. (Doc. 3) Indians were treated better but they were still abused. Thus it is seen, how Las Casas's attempt to help the Native Americans was somewhat successful, as it

led to the freedom of the Indians.

From the 1800's, the Indians in India had been ruled by the British. Since that time, Indians felt discontented with their lack of national liberty. They felt outraged, that although they made up a big majority of the population of the British Empire, they still didn't receive the rights of ordinary British citizens. (Doc. 7) Mohandes Ghandi, a peace-loving individual, saw the growing discontent between the Indians, and was worried that they would use violence, which he knew would only make the British more oppressive. Therefore, he proposed to the Indians that instead of violence, they would fight by peaceful means, using a method called civil disobedience. Ghandi wanted to break the British economy in order to weaken them. Therefore, he encouraged the Indians to boycott British goods (Doc 8). Because the British relied heavily on profits from India, this severely weakened them. Also, Ghandi called for the "Salt March". Since the British placed a tax on salt, the Indians would march to the sea to produce their own salt. This event was followed by the rest of the world, who felt sympathy when they saw British soldiers beating the Indians who didn't even defend themselves. With the world on the side of the Indians, the British were forced to allow Indian independence. However, this success was only temporary, since it brought about a change which Ghandi detested. Since India is inhabited by Hindus and Muslims the two groups could not agree on how India should be ruled. As a result of that, India was divided into India and Pakistan (Doc. 9a). Violence, which Ghandi hated, erupted. Thus we see, how Ghandi's attempts at peace brought about the opposite of his goal of unity, when India was divided.

In conclusion, it is seen how individuals such as Las Casas and

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

Mohandes Gandhi have tried to solve human rights problems, such as Indian enslavement by the Spanish, and oppressive British rule over India. It is ironic to note, that as Gandhi was attempting to bring peace and unity, he ended up bringing about the exact opposite of his goals; the division of India.

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

- Develops all aspects of the task with little depth for Bartolomé de Las Casas and Mohandas Gandhi
- Is more descriptive than analytical (*Las Casas*: Spanish forced Native Americans to work on plantations as slaves under encomienda system; discussed a way to peacefully Christianize Indians; freedom of Native Americans did not last long as king changed or revoked parts of New Laws; Native Americans treated better but still abused; *Gandhi*: Indians outraged that although they made up majority of the population in the British Empire, they still did not receive rights of ordinary British citizens; wanted to break British economy to weaken them)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Las Casas*: millions of natives died, some from hunger and many from disease; *Gandhi*: worried growing discontent would erupt in violence making British more oppressive; proposed use of civil disobedience instead of violence; British placed tax on salt so Indians marched to the sea to produce their own; rest of the world felt sympathy when they saw British soldiers beating Indians who did not defend themselves)
- Includes some relevant facts, examples, and details (*Las Casas*: plantations needed workers; wrote letters to Council of Indies in Madrid; wrote a book *De único modo*; Charles V passed New Laws which forbade enslaving of Indians and granting of new encomiendas; *Gandhi*: India ruled by British; encouraged Indians to boycott British goods; Indians given independence; India divided into India and Pakistan)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that states individuals such as Las Casas and Gandhi have attempted to solve problems such as Native American enslavement by Spain and oppressive British rule over India

Conclusion: Overall, the response fits the criteria for Level 3. Document information, sweeping general statements, and a few well-placed analytic statements frame the discussion showing an understanding of the task for Las Casas and for Gandhi.

Throughout history, many great leaders have emerged. These leaders, although they may have been ethically and morally wrong, sometimes have accomplish some big feats. Along the way, they faced problems that some solved and that other leaders failed to fix. Bartolomé de Las Casas was a leader because he saw a problem and tried to fix it. Mohandas Gandhi was also a leader who faced a problem and tried solving it.

Bartolomé de Las Casas saw how the Native Americans from the West Indies were being treated by colonizers and set out to stop it. Document 1 tells how the Spanish raided communities, took captives, and enslaved the natives. Bartolomé de Las Casas disagreed with their treatment and started writing letters and books about it. (Document 2) He then decided to go to Spain in 1539. Charles V, a Spanish ruler, was fearful so he created the New Laws; they prevent colonizers from enslaving or harming the native people. Bartholomé was successful, for the moment, at least. The Spanish people started to revolt and protest these laws; the government decided to revoke and or edit almost all of the New Laws. (document 3). In a way Bartolomé de Las Casas was successful. Although some laws were changed, he still had rules created against harming Native Americans.

Mohandas Gandhi was another leader who addressed a problem. In India, the people were being treated unfairly and did not have many rights. The British controlled India, but they did not give them the same freedoms as the British people had. (document 7) Gandhi decided to gather people and fight back with civil disobedience, or non-violent revolts. He and a group of Indian people decided to stop buying and wearing British clothing; they would make their own. (document 8)

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

Gandhi's "fighting" led to India's freedom in 1947 (document 9a). Even though India became ununified when the British left, Gandhi was still successful in his goal to give the Indian people their freedom and rights.

Clearly, all great leaders are faced with problems; it is the fact that they defeated the problems that makes them "great" and successful. Both Gandhi and Bartolomé de Las Casas were able to achieve their goal because of their determination and persistence.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for Bartolomé de Las Casas and Mohandas Gandhi
- Is primarily descriptive (*Las Casas*: saw how Native Americans from West Indies were being treated by colonizers and set out to stop it; started writing letters and books; Charles V was fearful so he created the New Laws; Spanish people revolted and protested these laws; was successful because he still had rules created against harming Native Americans; *Gandhi*: people in India treated unfairly; Britain did not give Indians same freedoms as British people; he and a group of Indian people decided to stop buying and wearing British clothing and make their own; even though India became disunited when the British left, he was still successful in his goal to give Indian people their freedom and rights)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*Gandhi*: fought back with civil disobedience or non-violent revolts)
- Includes few relevant facts, examples, and details (*Las Casas*: Spanish raided communities, took captives, and enslaved natives; decided to go to Spain in 1539; government decided to revoke and or edit almost all of the New Laws; *Gandhi*: British controlled India; India gained freedom in 1947)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states great leaders defeat their problems which makes them successful

Conclusion: Overall, the response fits the criteria for Level 2. The response relies primarily on document information that is applied in a methodical discussion. Although a basic understanding of the task is demonstrated, overgeneralizations weaken the effort. The extent of success for both Las Casas and Gandhi is expressed but is not fully developed.

Throughout history, problems emerged that individuals wanted to address. Individuals such as Bartolomé de Las Casas and Mohandas Gandhi took different actions in their attempt to address problems. Their actions met with varying degrees of success. Bartolomé de Las Casas and Mohandas Gandhi had different ways to help countries to become independent and free people.

Bartolomé de Las Casas wanted the Native Indians to become independent. In document 2b, it stated that Bartolomé took action by writing letters to the council of the Indies, accusing people and institutions of their sin of oppressing the Indian. He also wrote *De Único modo*, which he set forth the doctrine of peaceful evangelization. In document 3, it said, the Spanish monarchy set new laws in 1542. It forbade the enslavement of the Indians, their compulsory, personal service, the granting of the of new encomiendas and the inheritance of encomiendas. They declared the Indians to be free. Even though Bartolomé worked very hard to accomplish his goal and he did, the Spanish reacted in different ways, rebelling. Under the pressure the Spanish monarchs modified some of the laws and revoked others.

Mohandas Gandhi worked hard to try to get India independent from Britain. (01) The people in India didn't have the same rights as the British. (Document 7) In order to try to achieve his goal Gandhi did peaceful protest. (01) He did walks and marches. Starved himself. Did boycotts. A famous form of protest was the Salt March (01). In document 8, Gandhi said that by buying clothing they are helping the British gain money. He said to through all the British clothing away and make their own clothing. He said to not buy British clothing. Mohandas Gandhi was successful because eventually the British

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

granted India independence. (Document 9A)

Around the world and throughout the years many countries, religious groups and people tried to get independence and freedom.

Bartolomé de Las Casas and Mohandas Gandhi used peaceful ways of protest in order to achieve their goal.

Anchor Level 2-B**The response:**

- Minimally develops all aspects of the task for Bartolomé de Las Casas and Mohandas Gandhi
- Is primarily descriptive (*Las Casas*: accused people and institutions of oppressing the Indian; worked very hard to accomplish his goals and he did; Spanish rebelled and under pressure Spanish monarchs modified some laws and revoked others; *Gandhi*: worked hard to get India's independence from Britain; wanted Indians to throw away British clothing and make their own); includes faulty application (*Las Casas*: wanted native Indians to become independent)
- Incorporates limited relevant information from documents 2, 3, 7, 8, and 9
- Presents little relevant outside information (*Gandhi*: peaceful protest; did walks and marches, and starved himself; Salt March)
- Includes few relevant facts, examples, and details (*Las Casas*: wrote letters to Council of the Indies; wrote *De único modo*; set forth doctrine of peaceful evangelization; New Laws forbade enslavement of Indians, their compulsory personal service, and granting of new and inheritance of encomiendas; *Gandhi*: said to not buy British clothing; British granted India independence)
- Demonstrates a general plan of organization; includes an introduction that states Las Casas and Gandhi had different ways to help countries become independent and free people and a conclusion that states both individuals used peaceful ways to protest in order to achieve their goal

Conclusion: Overall, the response fits the criteria for Level 2. The response strings together document information to address the task for both Las Casas and Gandhi. While a basic understanding of the task is demonstrated, lack of development and few supporting details weaken the effort.

There have been many instances in history where problems have emerged and different individuals have tried to solve them. Mohandas Gandhi and Maximillein Robespierre have both dealt with problems in their own regions and have had different degrees of success.

Mohandas Gandhi was a former lawyer who studied from Britain. After coming home to India he found that there was a major problem. India was under British control and the Indians were not given rights. (Doc 7) Mohandas Gandhi made several attempts to address this problem. He promoted civil disobedience and passive resistance, which was non-violent protest, which he believed would solve this crisis. He also began the Homespun Movement. This movement by Mohandas Gandhi limited the purchasing of British made clothes and increased home made clothes. (Doc 8) Much like this movement, Gandhi also began the Salt March. This movement caused Indians to make their own salt, rather than buying it from Britain. Mohandas Gandhi was successful in gaining freedom from Britain in 1947. But he was also unsuccessful in keeping India unified. (Doc 9) Pakistan was created in 1947 with Mohammad Ali Jinnah as its first president.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for Mohandas Gandhi
- Is primarily descriptive (*Gandhi*: promoted nonviolent protest which he believed would solve the crisis; his movement limited the purchase of British-made clothes and increased homemade clothes; was unsuccessful in keeping India unified)
- Incorporates limited relevant information from documents 7, 8, and 9
- Presents little relevant outside information (*Gandhi*: former lawyer who studied in Britain; promoted civil disobedience and passive resistance; began the Homespun Movement; began the Salt March causing Indians to make their own salt, rather than buying it from Britain)
- Includes few relevant facts, examples, and details (*Gandhi*: under British rule Indians not given rights; India gained freedom from Britain in 1947; Pakistan created in 1947); includes an inaccuracy (*Gandhi*: Mohammad Ali Jinnah first president of Pakistan)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of Gandhi's efforts to help India gain independence from Britain. Accurate, general information is used to describe the effort, but the response lacks integration, details, and development. No information is provided for the second individual.

Throughout history, many problems accorded, however with every problem that arose an influential leader arose as well. Leaders such as Maximilien Robespierre, who helped lead the French against unjust governments and Mohandas Gandhi, who lead peaceful movements in India against the British. Both leaders had varying degrees of success.

During the 1770's, France was facing a Revolution against the government. Robespierre as stated in document 4 one threat the Republic faced was the government was made-up of enemies of the Republic. Gandhi faced India being taken over by Britain and the Indian people being enslaved, as stated in document 7.

Robespierre addressed this by, as stated in document 5a, was he persuaded the government to address the treat. Gandhi used peaceful protest. As stated in 8 Gandhi made his own clothes in an effort to make Britain loose money by not buying their materials.

Robespierre was unsuccessful because as stated in document 6a & 6b, him and his friends were guillotined but France still faced problems. Gandhi was and wasn't successful because as stated in document 9b was he helped seperate India from Britain but India also lost unity.

In conclusion, with great problems come great leaders. Gandhi and Robespierre had triumphs along with defeats.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task for Maximilien Robespierre and Mohandas Gandhi
- Is descriptive (*Robespierre*: helped lead French against unjust governments; unsuccessful because he and his friends guillotined but France still faced problems; *Gandhi*: made his own clothes in an effort to make Britain lose money; helped separate India from Great Britain but India also lost unity); includes faulty application (*Robespierre*: government made up of enemies of the Republic; *Gandhi*: Indian people being enslaved)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Gandhi*: led peaceful movements in India against British); includes an inaccuracy (*Robespierre*: France facing a revolution against government during the 1770s)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Gandhi and Robespierre had triumphs along with defeats

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic statements about Gandhi and Robespierre are used to address each aspect of the task. Although the response is limited in scope and lacks development, a very limited understanding of the theme is indicated.

In history there have been unfair laws and actions that many people disagreed with. Some people like Ghandi and Robespierre actually took action for what they thought was wrong in government or laws.

Mohandas Ghandi addressed Great Britain. With the issue of taking over India. Doc 8 He adressed the problem by making his own clothes instead of buying clothes because all the money wasted was going to Britain. Doc 8 He also led the Salt March and other protests. Ghandi was successful in the end because Britain gave up India because they had no money. Ghandi also was unsuccessful because the Muslims and Hindus were still arguing. Doc 9b

Bartolomé de las Casas adressed Madrid by writing letters and accusing them of using Indians as slaves. Doc 2b He was successful because he went to Spain encouraged by favourable out come. doc 2b

Maximilien Robespierre persuaded others to accept new procedures, to recognize staff, and to hold weekly meetings. Doc 5a He was unsuccessful because he was arrested in 1794. doc 6a

People can fight for their beliefs it only takes one person to make a change.

Anchor Level 1-B

The response:

- Minimally develops all aspects of the task for Mohandas Gandhi and Bartolomé de Las Casas
- Is descriptive (*Gandhi*: addressed issue of Great Britain taking over India; to address problem he made his own clothes; unsuccessful because Muslims and Hindus were still arguing); includes faulty and weak application (*Gandhi*: Britain gave up India because they had no money; *Las Casas*: accused Spain of using Indians as slaves; went to Spain because he was encouraged by a favorable outcome)
- Includes minimal information from documents 2, 8, and 9
- Presents very little relevant outside information (*Gandhi*: led the Salt March)
- Includes very few relevant facts, examples, and details (*Las Casas*: wrote letters)
- Demonstrates a general plan of organization; includes a brief introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Three individuals are addressed; however, only Gandhi and Las Casas can be rated. All aspects of the task are minimally addressed, but overall brevity and lack of development indicate a very limited understanding of the task.

Many historical figures have tried to express what they believe in. Some figures have used their power to control the actions of others, while other figures have used boycotts and other methods of nonviolence to express their beliefs. Maximilien Robespierre used his influence in the Committee of Public Safety to change and control the French government. Mohandas Gandhi took nonviolent measures to protest against British rule.

Robespierre was a leading member of the Committee of Public Safety during the French Revolution. France in 1793 faced many problems. A bad economy with runaway inflation. A king that attempted to flee the country and was collaborating with France's enemies. Robespierre's goal was simple — to create a stable government. Under Robespierre's influence, the National Convention passed laws and procedures that would aid the government in its defenses against those trying to bring it down. The plan was to achieve a stable government. To protect the committee's power, their government accepted new procedures, deprived the press of its freedom, reorganized the clerical staff, and held weekly meetings with the Committee of General Security (Document 5a.) Doing this allowed Robespierre to gain more control of the government, and thus more control over the people of France. However internal and foreign enemies still posed a threat to Robespierre and the Republic he had envisioned. In order to get the laws passed by the Committee of Public Safety, Robespierre had to convince the National Convention that the Laws were necessary in order to preserve the Republic. He told the National Convention about the plots of foreigners and about internal plots designed to bring down the government. [Document 4.] Robespierre also explained how throwing

revolutionaries in jail would not stop their plans. Even from jail, they can conspire against the government. As a result, on September 17, 1793, the Law of Suspects was passed by the National Convention and Robespierre. This law allowed for anyone suspected of treason to be tried, and if convicted, killed. Robespierre's goal was to maintain public order and identify internal enemies. [Document 5b.] This time period became known as the Reign of Terror and led to Robespierre's execution. Using the Law of Suspects as a justified reason, government officials publically used the guillotine to execute thousands of people who they suspected of treason. Chaos broke out throughout France. On July 28, 1794, Robespierre was arrested and then executed by the same machine that had been used to kill so many others. [Document 6a.] This became known as the Thermidorean Reaction. In the short period of time that Robespierre spent in power he tried to keep the Republic alive and bring stability to France. Even with all of his efforts, he did not succeed. Shortly after his death, radical demonstrations continued to break out around France. [Document 6b.] The demonstrations only died down when Napoleon came to power a few years later.

Gandhi has been recognized as a peaceful man set on gaining independence for India from British rule. When he returned to India from South Africa, he toured his country. On this tour, Gandhi witnessed the needs of the Indian people. Gandhi was aware of organizations like the Indian National Congress and the All Muslim League, which were formed to deal with the British, but these organizations did not represent or speak for the people. Gandhi had a vision of a united India that embraced the traditions of India. He worked to build national unity. Gandhi believed the Indian people were tired

Document-Based Essay—Practice Paper – A

of being treated as serfs and living a dissatisfied life. The Indian people wanted more rights and independence. [Document 7] Gandhi took all of these beliefs and built up the nationality of India. Many Indians began to follow Gandhi and adopted his nonviolent means of protesting. One of the most effective methods of protest by Gandhi was the boycott of British goods. Britain used India as a market to buy her products. A good portion of Britain's income came from the selling of goods to India. Gandhi told his followers to stop buying British clothing. Instead, he encouraged the Indian people to make their own clothing like they had in the past. [Document 8.] So, by doing this, not only was Gandhi able to weaken British rule, he was also able to increase nationalism and build national unity in India. On August 15, 1947, India gained independence from Britain. Although Gandhi was successful in freeing India, he was unsuccessful in preserving national unity. When India became independent so did the independent state of Pakistan. [Document 9a.] The creation of Pakistan brought many ethnic, cultural, and religious difficulties to the subcontinent. The relationship between India and Pakistan has sometimes been violent.

Not everyone is successful in achieving their goals. Robespierre didn't establish a permanent stable Republic in France. While Gandhi successfully freed India from British rule, he was unable to keep the country united. Whether one is successful in achieving their goals or not, problems will continue to arise that can affect the outcome of history.

Throughout history, problems emerged that individuals wanted to address. People like Maximilien Robespierre and Mohandas Gandhi faced certain problems in their regions. Both individuals did many things to attempt to address and fix their regional issues.

Maximilien Robespierre faced the possibility of an uprising during the revolution and the destruction of the French government.

Robespierre came to power during what would be called the radical stage of the French Revolution. Louis XVI had already lost much of his power under the new constitution but people wanted more change. They wanted democracy and equality and Robespierre promised them this. However he feared threats from foreigners and internal enemies that could bring down France's government ending his dream of a France based on Enlightenment ideals. Robespierre sought great measures to remove the threats and to achieve peace. He took away freedom of speech and press because he perceived them as being helpful to enemies and dangerous for the country. He even created the Law of Suspects in which a person who did even the slightest wrong action was accused of treason. Most of the accused people were found guilty and put to death (doc 5). Robespierre set a tone of fear throughout France. People were afraid to say or do even the slightest little thing that could get them accused of treason, therefore this time was called the Reign of Terror. Robespierre was not successful in maintaining revolutionary ideals or in maintaining power because in the end he was arrested and the National Convention took over and formed a new more moderate government. (doc 6). Robespierre failed in his goals in many ways. He created chaos and an atmosphere of fear and a government that seemed to be totalitarian.

Document-Based Essay—Practice Paper – B

Like Robespierre, Mohandas Gandhi also faced a regional issue. He felt the Indians were being treated unfairly by the British. They used India for raw materials and then sent the finished product to Indian markets which allowed the British businesses to make a profit. The British got rich from this process. These cheap machine made goods killed the traditional Indian manufacturing because Indian goods were more expensive, Indian people couldn't afford to buy Indian textiles or rugs the way they used to. The Indians were forced to buy the British made goods because they were cheaper. In order to attempt to solve this issue Gandhi ordered the boycott of British goods (doc 8). He also promoted ahimsa (non violence) and the concept of passive resistance. All of Gandhi's methods made it difficult, more expensive, and less profitable for Britain to rule India. In the end, Britain granted India it's freedom which can be seen as a success for Gandhi. But Gandhi was unsuccessful in that the people didn't want to be unified as he wanted them to be. The land was split into two parts – Pakistan for the Muslims and India for the Hindus (doc 9).

Throughout history, problems emerge and individuals attempt to fix them. Some are successful while others are not. Maximilien Robespierre and Mohandas Gandhi both faced issues in which they attempted to fix. Robespierre was unsuccessful in his solution, and Gandhi can be seen as both successful and unsuccessful in his solution.

Document-Based Essay—Practice Paper – C

Throughout history, problems emerged that individuals such as Batolomé de Las Casas, Maximilien Robespierre, Mohandas Gandhi took different actions in their attempts to address problems. Their actions met with varying degrees of success.

One problem that Maximilien Robespierre addressed was that he wanted to achieve freedom for his people. He was arrested and then wounded after a gun shot.

A problem that Mohandas Gandhi address was that he also wanted to achieve freedom for his people. He told his people to boycott British goods untill he got freedom for his people. He also did the Salt March. He also asked his people to homespin their own clothes. Maximilien was successful & unsuccessful at the same time. He was put in jail, called an outlaw and arrested. He was later succesful.

Mohandas Gandhi was also sucessful and unsuccessful at the same time. He got freedom for his people but then lost unity. He was also shot & killed by one of his own people.

Both of these people had been succesful & unsuccessful and wanted freedom for there people.

In the past, leaders have addressed problems in different ways with varying results that affected the people of their society. A political movement is when a mass group of people work together against those in charge, in order to install a new form of government. This form of government might not have positive effects. During the French Revolution, Robespierre's ideas led France into a largely unsuccessful effort to strengthen the republic. Mohandas Gandhi's independence movement in India had many positive results.

During the French Revolution, Robespierre's ideas helped result in France's largely unsuccessful effort to develop a strong democratic republic. The people in the 3rd Estate of France rebelled against King Louis XVI because they were paying almost all of the taxes, and their economy was failing. France was almost to the point of bankruptcy because the King and Queen were spending the money on extravagant things. The people of France addressed this problem by having a revolution. The King was forced to sign a constitution but that wasn't enough. Under the guidance of Robespierre the government of France became more radical. According to document 4, Robespierre believed that the enemies of France had spies inside the country. This sent a large wave of panic because neighbors were denouncing neighbors. Robespierre believed that the only way for the revolution to be successful and to bring about stability was to eliminate the enemies inside the country. France then went through the Reign of Terror. Robespierre stated that the country of France had not reached perfection, meaning that they were a long way from becoming the democratic state they wished to be. One way Robespierre tried to address the problem was by punishing those suspected by death. This was negative because the trials given

weren't fair. They were quick and sometimes did not include sufficient evidence. Over 20,000 people were killed during the Reign of Terror. Robespierre's effort against France's problem was unsuccessful. France didn't become a democratic republic. Enemies within and outside of France still fought the government and the government became even more unstable than under Louis XVI. Eventually the people had had enough. Robespierre himself was beheaded by the guillotine. (Doc. 6a). After Robespierre's death, turmoil spread through France. (Doc. 6b). This meant that it was unsuccessful because the country was still in unrest. Napoleon soon took charge, in 1815, and became emperor of France. It was unsuccessful because they did not become a true republic.

Mohandas Gandhi's independence movement in India led to many positive results. Gandhi was not only a renowned leader in India, but he also helped in South Africa fighting against the unfair treatment of Indians there. The people of India were imperialized by Britain, and many people suffered from discrimination similar to what he saw in South Africa. Indians were not equal citizens in either place. Many were forced into poverty, mostly because British landlords demanded taxes be paid in cash, and Indians were not free to grow what they needed. According to document 7, the Indian people were discontent with the British government ruling in India. According to the document, British inhabitants in India had more rights than the Indian population. This was a common occurrence during the time of imperialism. The way Gandhi addressed the problem was that he encouraged the Indian people to boycott British goods like clothing, and to make and sell their own Indian clothing. This was negative for

Document-Based Essay—Practice Paper – D

Britain because it hurt their economy on a large scale because much of their profit came from selling their products in Indian markets. Another way Gandhi addressed the problem was through the salt march, that was another method of hurting their economy because Indian protesters made their own salt and refused to pay the salt tax. Gandhi's movement was largely successful. India was independent by 1947 but it was divided into two countries. This meant that the Indians benefitted from their own materials, and their economy grew. The independence movement was not entirely successful due to the fact that Muslims moved to the new Muslim country of Pakistan. However, India was able to gain its independence, and the people of the country were able to benefit from their new Constitution.

In history, leaders have had many varying levels of success, depending on how they approached their problems, and this had several affects on their societies. During the French Revolution, Robespierre's ideas resulted in France's largely unsuccessful effort to develop a strong republic. Mohandas Gandhi's independence movement in India had many positive results. The success of a revolution depends on the mindset of its leader. Robespierre was seen as the "incorruptible", but he ended up dying by the very thing he had used to kill thousands of people. Gandhi's peaceful approach towards British Imperialism resulted in success.

Throughout history, problems emerged that individuals wanted to address. Individuals such as Bartolomé de Las Casas and Maximilien Robespierre took different actions in their attempts to address problems. Their actions met with varying degrees of success.

The problem that Bartolomé de Las Casas addressed was of the Spanish oppressing the Indian. The Indians were forced into labor, so Bartolomé addressed this problem by sending out letters, accusing persons and institutions of this sin. He also wrote *Dé único modo*, in which he set forth the doctrine of peaceful evangelization of the Indian. This was successful because in response to this, Charles V instituted the New Laws in 1542, which forbade the enslavement of the Indians.

Maximilien Robespierre had a different problem and solution. The problem was that the government of France was being threatened. The internal enemies and foreigners had agents paid to execute their homeland and they had an extensive scheme for bringing them down and dissolving them. Robespierre addressed this problem by persuading the government to address the threat to the revolution by accepting new procedures, to reorganize the clerical staff and to hold weekly meetings with the other Committee. This attempt was successful for a year but ended in terrible punishment. In 1793, the Law of Suspects was passed by Robespierre and the National Convention. It authorized the creation of revolutionary tribunals to try those suspected of treason against the Republic and to punish those convicted with death. However, in 1794, Robespierre and 21 friends were sent to the guillotine.

These two men tried to address a cause. One was successful, and one wasn't fully successful, however they both made a difference for their nation.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task for Maximilien Robespierre and Mohandas Gandhi
- Is both descriptive and analytical (*Robespierre*: under his influence, the National Convention passed laws and procedures to aid government against those trying to bring it down; internal and foreign enemies posed a threat to him and the republic he envisioned; had to convince National Convention that laws he wanted passed were necessary to preserve the Republic; explained throwing revolutionaries in jail would not stop their plans; anyone suspected of treason could be tried and if convicted killed; executed by same machine used to kill so many others; radical demonstrations continued to break out around France after his death; *Gandhi*: Indian National Congress and All Muslim League formed to deal with British, but these organizations did not represent or speak for the people; Indians tired of being treated as serfs and dissatisfied with their life; people wanted more rights and independence; although successful in freeing India, he was unsuccessful in preserving national unity)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Robespierre*: goal to create a stable government; time period became known as Reign of Terror; government officials publicly used the guillotine to execute thousands of people suspected of treason; demonstrations only died down when Napoleon came to power a few years later; *Gandhi*: had a vision of a united India that embraced the traditions of India; India was a market for British goods; a good portion of Britain's income came from selling goods to India; creation of Pakistan brought many ethnic, cultural, and religious difficulties to subcontinent; relationship between India and Pakistan has sometimes been violent)
- Supports the theme with relevant facts, examples, and details (*Robespierre*: government deprived press of its freedom, reorganized clerical staff, and set up weekly meetings with Committee of General Security; Law of Suspects passed; *Gandhi*: adopted nonviolent means of protesting; boycotting of British goods; told followers to stop buying British clothing and encouraged them to make their own; independence in 1947)
- Demonstrates a logical and clear plan of organization; includes an introduction that states some figures used their beliefs and power to bring change and a conclusion that states not everyone is successful in achieving their goals

Conclusion: Overall, the response fits the criteria for Level 4. Although analytic statements are included for both Robespierre and Gandhi, the response centers on document interpretation strengthened with some good outside factual references. Further explanation of these facts would have strengthened their effectiveness.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task with little depth for Maximilien Robespierre and Mohandas Gandhi
- Is more descriptive than analytical (*Robespierre*: took away freedom of speech and press because he perceived them as being helpful to enemies and dangerous for the country; under the Law of Suspects, a person who did even slightest wrong action was accused of treason; not successful in maintaining revolutionary ideals or in maintaining power; created chaos and an atmosphere of fear; *Gandhi*: felt Indians were being treated unfairly by British; cheap machine-made goods killed traditional Indian manufacturing; Indians forced to buy British-made goods because they were cheaper; unsuccessful because people did not want to be unified as he wanted them to be)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates some relevant outside information (*Robespierre*: came to power during what would be called radical stage of French Revolution; Louis XVI had already lost much of his power, but people wanted more change; most accused people found guilty and put to death; time called Reign of Terror; *Gandhi*: British used India for raw materials and then sent the finished product to Indian markets; promoted ahimsa and concept of passive resistance; his methods made it difficult, more expensive, and less profitable for Britain to rule India)
- Includes some relevant facts, examples, and details (*Robespierre*: faced threats from foreigners and internal enemies; was arrested and National Convention took over; *Gandhi*: ordered boycott of British goods; Britain granted India freedom; land split into two parts, Pakistan for Muslims and India for Hindus)
- Demonstrates a satisfactory 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 3. Explanation of document information frames the response and demonstrates how efforts of individuals to address a problem can be both successful and unsuccessful. The inclusion of some relevant outside information and scattered analytical statements support the discussion; however, additional facts and details and less repetition would have strengthened the effort.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task for Mohandas Gandhi and attempts to address the task for Maximilien Robespierre
- Is descriptive (*Robespierre*: wanted to achieve freedom for his people; *Gandhi*: worked to get freedom for his people; asked his people to home spin their own clothes); lacks understanding (*Robespierre*: was later successful)
- Includes minimal information from documents 6, 8, and 9
- Presents little relevant outside information (*Gandhi*: did the Salt March; shot and killed by one of his own people)
- Includes few relevant facts, examples, and details (*Gandhi*: told people to boycott British goods)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although repetition of document information forms the basis of the response, a very minimal understanding of the theme is indicated for Gandhi. The attempt by Robespierre to achieve freedom for his people is not addressed and a lack of explanation and illogical use of supporting information for the rest of the task weakens the effort.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for Maximilien Robespierre and Mohandas Gandhi
- Is more descriptive than analytical (*Robespierre*: his ideas helped result in France’s largely unsuccessful effort to develop and strengthen the republic; believed only way for revolution to be successful and to bring about stability was to eliminate enemies inside the country; France was a long way from becoming the democratic state it wanted to be; after his death, turmoil spread through France; seen as incorruptible but ended up dying by very thing he had used to kill thousands of people; *Gandhi*: Indians not equal citizens in South Africa or in India; many Indians fell further into poverty mainly because British landlords demanded taxes be paid in cash; British inhabitants in India had more rights than Indian population)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Robespierre*: under his guidance, government of France became more radical; trials were not fair, were quick, and sometimes did not include sufficient evidence; over 20,000 people killed during Reign of Terror; government became more unstable than under Louis XVI; *Gandhi*: India imperialized by Britain; Indians not allowed to grow crops they needed; in Salt March, Indian protesters made their own salt and refused to pay salt tax)
- Includes some relevant facts, examples, and details (*Robespierre*: suspects punished by death; beheaded by guillotine; *Gandhi*: British government ruled India; encouraged Indian people to boycott British goods like clothing and to make and sell their own clothes; Indian independence by 1947; Muslims moved to new country of Pakistan); includes a minor inaccuracy (*Robespierre*: Napoleon took charge in 1815)
- Demonstrates a satisfactory plan of organization; includes an introduction that states how the definition of a political movement fits Robespierre’s and Gandhi’s actions and a conclusion that discusses how the mindset of a leader affects the success of a movement

Conclusion: Overall, the response fits the criteria for Level 3. Document information and outside information frame the discussion of Robespierre’s lack of success in bringing about a strong republic in France compared to the positive results of Gandhi’s efforts to bring independence to India. Further development of broad general statements and additional analytic statements would have strengthened the effort.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for Bartolomé de Las Casas and Maximilien Robespierre
- Is primarily descriptive (*Las Casas*: sent out letters accusing persons and institutions of sin; was successful because Charles V instituted the New Laws; *Robespierre*: Law of Suspects authorized creation of revolutionary tribunals to try those suspected of treason against the Republic and punish those convicted with death); includes faulty application (*Robespierre*: persuaded government to address the threat by accepting new procedures; attempt successful but ended in terrible punishment)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Las Casas*: Spanish oppressed Indians; Indians forced into labor; wrote *De único modo*; set forth doctrine of peaceful evangelization of the Indian; New Laws of 1542 forbade enslavement of Indians; *Robespierre*: wanted to reorganize clerical staff and hold weekly meetings with other committees; Law of Suspects passed in 1793; in 1794 he and 21 friends sent to guillotine)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Limited development of selected document information indicates a basic understanding of the task for Las Casas and a minimal understanding of the task for Robespierre. Lack of development and few historical facts and details weaken the discussion.

Global History and Geography Specifications January 2015

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Human and Physical Geography	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Change; Conflict; Human Rights; Imperialism; Justice; Power; Movement of People and Goods; Interdependence; Nationalism; Belief Systems	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the January 2015 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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