

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**2 OF 2**  
DBQ

## GLOBAL HISTORY AND GEOGRAPHY

Wednesday, June 15, 2011 — 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/apda/> 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.

**Beginning in June 2011, schools are no longer 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 this rating guide, 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.**

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/apda/> and must be used for determining the final examination score.

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**June 2011**

**Document 1**

...Stalin came to power after Lenin's death in 1924, inheriting a government that was still struggling to control an unwieldy empire. The new premier [leader] soon turned his attention toward Ukraine, the largest and most troublesome of the non-Russian Soviet republics. The Ukrainians were a fiercely independent people, given to ignoring directives from Moscow and stubbornly maintaining their individualistic, agrarian way of life.

That independent spirit made them a problem. At a time when Stalin wanted to build a strong industrial base, they clung to their rural peasant traditions. At a time when he wanted to abolish private ownership of land, they refused to surrender their farms. In short, the Ukrainians had become a threat to the revolution....

Source: Linda Jacobs Altman, *Genocide: The Systematic Killing of a People*, Enslow Publishers

**1 What was *one* way in which the Ukrainian people were a threat to Stalin's power according to Linda Jacobs Altman?**

**Score of 1:**

- States a way in which the Ukrainian people were a threat to Stalin's power according to Linda Jacobs Altman  
*Examples:* the Ukrainian people ignored directives from Moscow; when Stalin wanted to build a strong industrial base, they clung to their rural peasant traditions; when Stalin wanted to abolish private ownership of land, the Ukrainian people refused to surrender their farms; because they maintained their individualistic/agrarian way of life; their independent spirit made them a problem

**Score of 0:**

- Incorrect response  
*Examples:* the Ukrainian people abolished private ownership of land; they were struggling to control the empire; they wanted to build a strong industrial base
- Vague response  
*Examples:* Stalin came to power; they had the largest republic; independent; individualistic/agrarian way of life
- No response

## Document 2

In 1929, Stalin's policy of all-out collectivization had disastrous effects on agricultural productivity. He increased the amount of grain to be exported from Ukraine. This action resulted in famine among the Ukrainian peasants and resistance among the landowners.

### **Addendum to the minutes of [December 6, 1932] Politburo [meeting] No. 93.**

The Council of People's Commissars and the Central Committee resolve:

To place the following villages on the black list for overt disruption of the grain collection plan and for malicious sabotage, organized by kulak [wealthy Ukrainian farmers] and counterrevolutionary elements: ...

The following measures should be undertaken with respect to these villages:

1. Immediate cessation [stoppage] of delivery of goods, complete suspension of cooperative and state trade in the villages, and removal of all available goods from cooperative and state stores....

The Council of People's Commissars and the Central Committee call upon all collective and private farmers who are honest and dedicated to Soviet rule to organize all their efforts for a merciless struggle against kulaks and their accomplices in order to: defeat in their villages the kulak sabotage of grain collection; fulfill honestly and conscientiously their grain collection obligations to the Soviet authorities; and strengthen collective farms.

CHAIRMAN OF THE COUNCIL OF PEOPLE'S COMMISSARS OF THE UKRAINIAN SOVIET SOCIALIST REPUBLIC — V. CHUBAR.

SECRETARY OF THE CENTRAL COMMITTEE OF THE COMMUNIST PARTY (BOLSHEVIK) OF UKRAINE — S. KOSIOR.

6 December 1932.

Source: Soviet Archives Exhibit, Library of Congress (adapted)

## **2 According to this document, what was *one* action the Soviet government proposed to enforce its policies of collectivization and grain quotas?**

### **Score of 1:**

- Identifies an action the Soviet government proposed to enforce its policies of collectivization and grain quotas as stated in this document

*Examples:* place villages that disrupt the grain collection plan; place villages that organize malicious sabotage on the black list; cease/stop delivery of goods; suspend cooperative/state trade in the villages; remove all available goods from cooperative/state stores; ask collective/private farmers to organize their efforts for a struggle against kulaks/accomplices sabotaging grain collection; defeat kulak sabotage of grain collection; called on collective and private farmers to strengthen the collective farms/strengthen collective farms

### **Score of 0:**

- Incorrect response  
*Examples:* increase delivery of goods; organize kulak sabotage; abolish collective farms
- Vague response  
*Examples:* undertake measures; organize efforts; place villages
- No response

### Document 3

This is an excerpt from a speech given by Dr. Oleh W. Gerus in 2001 at the unveiling of a monument in Manitoba, Canada, to the victims of the famine-genocide in Ukraine.

...What have been the historical consequences of the Great Famine-Genocide?

By ravaging the country side, the famine not only destroyed millions of innocent human beings—estimates range from 4 to 10 million—but also retarded [slowed] by generations the natural evolution [development] of Ukrainian nationhood. The traditional Ukrainian values of hope, individualism and hard work disappeared. Fear, apathy and alcoholism became the hallmarks of the collective farm. Cities of Ukraine remained bastions [strongholds] of Russification. In general, the traumatized survivors found themselves voiceless cogs in the huge bureaucratic machine that the Soviet Union had become....

Source: Dr. Oleh W. Gerus, "The Great Ukrainian Famine-Genocide,"  
Centre for Ukrainian Canadian Studies, University of Manitoba, August 4, 2001 (adapted)

### 3 What were *two* consequences of the great famine-genocide in Ukraine according to Oleh W. Gerus?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* consequence of the great famine-genocide in Ukraine according to Oleh W. Gerus

*Examples:* destroyed millions of innocent human beings/4 to 10 million people died; the natural evolution/development of Ukrainian nationhood slowed for generations; values of hope *or* individualism *or* hard work disappeared; fear *or* apathy *or* alcoholism became the hallmark of the collective farm; survivors became voiceless cogs in the huge bureaucratic machine; survivors were traumatized

**Note:** To receive maximum credit, two *different* consequences of the great famine-genocide in Ukraine must be stated. For example, *millions of innocent people were destroyed* and *4 to 10 million people died* are the same consequence expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* it resulted in Ukrainian nationhood; fear/apathy/alcoholism decreased; Ukrainian cities disappeared
- Vague response  
*Examples:* bad things happened; there were historical consequences; there was a huge bureaucratic machine
- No response

## Document 4

In 1970, Lon Nol overthrew Prince Norodom Sihanouk and became the leader of Cambodia. The Vietnam War had destabilized Cambodia's government and Lon Nol used this situation to gain power.

...Richard Nixon's May 1970 invasion of Cambodia (undertaken without informing Lon Nol's new government) followed simultaneous invasions by Saigon and Vietnamese Communist forces. It created 130,000 new Khmer [Cambodian mountain people] refugees, according to the Pentagon. By 1971, 60 percent of refugees surveyed in Cambodia's towns gave U.S. bombing as the main cause of their displacement. The U.S. bombardment of the Cambodian countryside continued until 1973, when Congress imposed a halt. Nearly half of the 540,000 tons of bombs were dropped in the last six months.

From the ashes of rural Cambodia arose Pol Pot's Communist Party of Kampuchea (CPK). It used the bombing's devastation and massacre of civilians as recruitment propaganda and as an excuse for its brutal, radical policies and its purge of moderate Communists and Sihanoukists. This is clear from contemporary U.S. government documents and from interviews in Cambodia with peasant survivors of the bombing....

Source: Ben Kiernan, *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975–79*, Yale University Press (adapted)

### 4 According to Ben Kiernan, what were *two* problems Cambodia faced during Lon Nol's rule that enabled Pol Pot to rise to power?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem Cambodia faced during Lon Nol's rule that enabled Pol Pot to rise to power according to Ben Kiernan

*Examples:* Cambodia was invaded by the United States; United States bombing created 130,000 new Khmer refugees; United States bombing of the Cambodian countryside lasted for three years; bombing devastated the countryside; bombing killed/massacred civilians; Vietnamese Communist/Saigon forces invaded; Vietnam War destabilized Cambodia's government; Pol Pot used bombings to undermine Lon Nol/as recruitment propaganda

**Note:** To receive maximum credit, two *different* problems Cambodians faced under Lon Nol that enabled Pol Pot to rise to power must be stated. For example, *the United States bombed Cambodia* and *United States bombing devastated the countryside* is the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* Cambodia invaded the United States; peasants survived the bombing; Sihanoukists gained power
- Vague response  
*Examples:* refugees were surveyed; Vietnamese Communist/Saigon forces helped
- No response

## Document 5

Pol Pot came to power in April 1975. He overthrew Lon Nol in a coup d'état and attempted to create a utopian agrarian society.

...He [Pol Pot] began by declaring, "This is Year Zero," and that society was about to be "purified." Capitalism, Western culture, city life, religion, and all foreign influences were to be extinguished in favor of an extreme form of peasant Communism.

All foreigners were thus expelled, embassies closed, and any foreign economic or medical assistance was refused. The use of foreign languages was banned. Newspapers and television stations were shut down, radios and bicycles confiscated, and mail and telephone usage curtailed. Money was forbidden. All businesses were shuttered, religion banned, education halted, health care eliminated, and parental authority revoked. Thus Cambodia was sealed off from the outside world.

All of Cambodia's cities were then forcibly evacuated. At Phnom Penh, two million inhabitants were evacuated on foot into the countryside at gunpoint. As many as 20,000 died along the way....

Source: "Genocide in the 20th Century: Pol Pot in Cambodia 1975-1979," *The History Place*

### 5 Based on this History Place article, what was *one* action taken by Pol Pot's government that contributed directly to human rights violations against the Cambodian people?

#### Score of 1:

- Identifies an action taken by Pol Pot's government that contributed directly to human rights violations against the Cambodian people based on this History Place article  
*Examples:* city life/religion was extinguished/banned; use of foreign languages was banned; newspapers/television stations were shut down; confiscating radios/bicycles; curtailing use of mail/telephone; money was forbidden; shuttering businesses; halting education; eliminating health care; parental authority was revoked; cities were forcibly evacuated; evacuating two million inhabitants on foot into the countryside at gunpoint; purification of society; refusing foreign economic/medical aid; sealed off Cambodia from outside world; creation of an extreme form of peasant communism

#### Score of 0:

- Incorrect response  
*Examples:* capitalism/Western culture was promoted; foreigners were welcomed; expelling foreigners; closing embassies
- Vague response  
*Examples:* Phnom Penh changed; there was a coup d'état; extinguishing influences; extreme communism; evacuation; peasant communism
- No response

## Document 6

Teeda Butt Mam is a survivor of the Khmer Rouge. This excerpt is an eyewitness account of her experience in Cambodia.

...I traveled with my family from the heart of the country to the border of Thailand. It was devastating to witness the destruction of my homeland that had occurred in only four years. Buddhist temples were turned into prisons. Statues of Buddha and artwork were vandalized. Schools were turned into Khmer Rouge headquarters where people were interrogated, tortured, killed, and buried. School yards were turned into killing fields. Old marketplaces were empty. Books were burned. Factories were left to rust. Plantations were without tending and bore no fruit....

— Teeda Butt Mam

Source: Teeda Butt Mam, "Worms from Our Skin," *Children of Cambodia's Killing Fields*, Yale University Press

### 6 According to this eyewitness account, what were *two* results of Khmer Rouge rule in Cambodia?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* result of Khmer Rouge rule in Cambodia according to this eyewitness account

*Examples:* Buddhist temples were turned into prisons; statues of Buddha/artwork were vandalized; schools were turned into Khmer Rouge headquarters; people were interrogated *or* tortured *or* killed *or* buried at former schools/school yards were turned into killing fields/mass graves; old marketplaces were empty; books were burned; factories were left to rust; plantations were not tended/bore no fruit; people attempted to flee the country; destruction of Cambodia/homeland

**Note:** To receive maximum credit, two *different* results of Khmer Rouge rule in Cambodia must be stated. For example, *people were killed at former schools* and *school yards were turned into killing fields* are the same result expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* Buddhist temples were restored; factories were built; plantations were tended
- Vague response  
*Examples:* things were bad; Teeda Butt Mam traveled with her family; Thailand was on the border
- No response

## Document 7

In 1998, President Bill Clinton traveled to Rwanda to pay America's respects to those who suffered and died in the Rwandan genocide. During the visit, a panel discussion was held and later aired by *Frontline*. This is an excerpt from the transcript of that broadcast.

...**NARRATOR:** In 1993, Rwanda, one of Africa's smallest countries with just seven million citizens, was a deeply troubled country with a deeply troubled past. Decades earlier, under colonial rule, the Belgians had used the Tutsis, Rwanda's aristocracy, to enforce their rule over the Hutu majority, who were mostly poor farmers.

**PHILIP GOUREVITCH, "The New Yorker":**

The Belgians created an idea whereby the Tutsi were a master race, the Hutu an inferior race. And ethnic identity cards were issued. Much like in South Africa, an apartheid-like system was imposed. All privileges went to the Tutsi minority, and the Hutu majority was almost in bondage.

At independence in the late '50s and early '60s, this system was reversed. The majority Hutu rebelled, seized power, in the name of majority rule imposed an apartheid-like system in reverse and oppressed the Tutsi bitterly.

**NARRATOR:** Faced with discrimination and increasing Hutu violence, most Tutsis fled to neighboring countries, where they formed a guerrilla army, the Rwandan Patriotic Front.

In 1990, the rebel Tutsis invaded Rwanda and forced peace talks with Juvenal Habyarimana, the Hutu president. Anxious to stay in power himself, Habyarimana signed a peace treaty agreeing to share power with the Tutsis....

Source: "The Triumph of Evil," *Frontline*, January 26, 1999

### 7 According to this *Frontline* transcript excerpt, what were *two* causes of conflict between the Hutus and the Tutsi in Rwanda?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* cause of conflict between the Hutus and the Tutsi in Rwanda as stated in this *Frontline* transcript excerpt

*Examples:* discrimination against the Hutus by the Tutsis; the Belgians had used the Tutsis to enforce their rule over the Hutu majority; the Belgians created an idea making the Tutsi a master race/the Hutu an inferior race; Belgians issued ethnic identity cards; an apartheid-like system was imposed by the Belgians/Hutus; all privileges went to the Tutsi minority during colonial rule while the Hutu majority were almost in bondage; at independence, the majority Hutu rebelled/seized power; Hutus oppressed the Tutsis after independence/ Hutu discriminated against the Tutsis; invasion of Rwanda by the rebel Tutsis/Rwandan Patriotic Front

**Note:** To receive maximum credit, two *different* causes of conflict between the Hutus and the Tutsi in Rwanda must be stated. For example, *Tutsi were thought to be a master race and the Hutu were thought to be an inferior race* is the same cause expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* apartheid was ended; the Belgians made the Hutus the master race; Habyarimana refused to sign a peace treaty; Rwanda was one of Africa's smallest countries; they fled the country
- Vague response  
*Examples:* the country was deeply troubled; this system was reversed; increasing violence; they imposed their rule
- No response

## Document 8

After the assassination of President Juvenal Habyarimana on April 6, 1994, radical Hutus attempted to exert control over Rwanda.

...The Hutu officials who took over the government organized the murders [of Tutsis] nationwide. They used the government-run radio and press to do this. They also used the private newspapers and a private radio station, known as Radio Television des Mille Collines (RTLM). RTLM told the population to look for the “enemies” and to kill them. Those Tutsi and Hutu [opposing the government] who could, fled to safety in neighboring countries, to Europe, or to Canada and the United States. Meanwhile, when the murders started, the RPF [Tutsi-led Rwandan Patriotic Front] in Uganda invaded Rwanda again....

Source: Aimable Twagilimana, *Teenage Refugees from Rwanda Speak Out*,  
Globe Fearon Educational Publisher

### 8 According to Aimable Twagilimana, what was *one* action taken by Hutu officials against their “enemies”?

#### Score of 1:

- States an action taken by Hutu officials against their “enemies” according to Aimable Twagilimana  
*Examples:* murdered them/organized the murders of Tutsis nationwide; used the government-run radio/press/private newspapers/a private radio station to organize the murders; used the radio station to tell the population to look for the “enemies” and to kill them

#### Score of 0:

- Incorrect response  
*Examples:* they fled to safety; Tutsi-led Rwandan Patriotic Front invaded Rwanda; they opposed the government
- Vague response  
*Examples:* they used them; looking for people; they fled; they organized; talked to people; broadcast
- No response

**Document 9a**

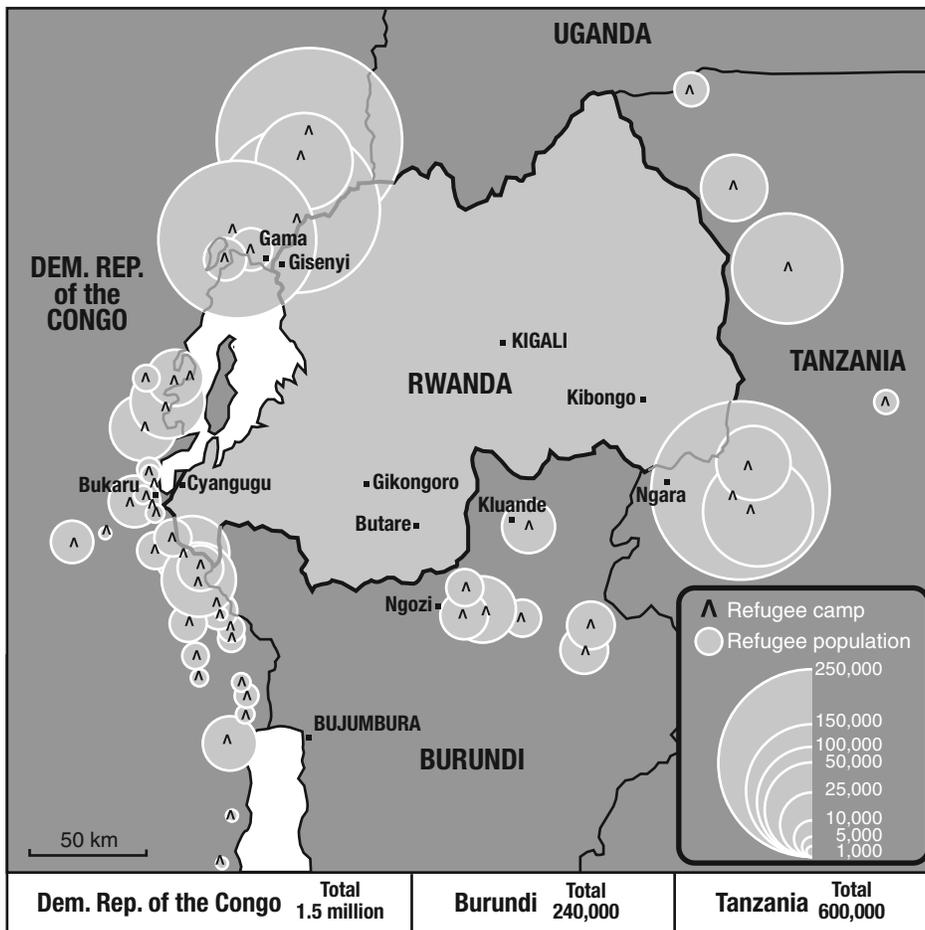
...Over the course of the genocide nearly one million people were killed, and more than three million fled to other countries, creating the world's worst ever refugee crisis. Only then did the West respond, launching the largest aid effort in human history, which finally concluded two years later in March of 1996. Soon after, war broke out in several neighboring countries causing almost all of the refugees to return home by 1997.

Post-genocide, a Unity government was formed [in Rwanda], and in 2000, Paul Kagame, former head of the RPF, was elected transition president. Kagame was then elected to a regular term in the country's first standard elections in 2003. The United Nations established the International Criminal Tribunal for Rwanda, which has been trying high-level Hutu officials for crimes against humanity, while local governments have resorted to tribal councils, called *gacaca*, to sanction the estimated 80,000 people involved in the genocide....

Source: Terry George, ed., *Hotel Rwanda*, Newmarket Press

**Document 9b**

**REFUGEE CAMP POPULATIONS (December 1994)**



Source: UN High Commissioner for Refugees, December 1994 (adapted)

**9 Based on these documents, state *two* effects of genocide on Rwanda.**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of genocide on Rwanda based on these documents

*Examples:* nearly one million people were killed; more than three million fled to other countries/Rwandans fled and lived in refugee camps; high-level Hutu officials were tried for crimes against humanity by the United Nations; tribal councils/gacaca sanctioned about 80,000 people involved in the genocide; formation of a Unity government; the population decreased

**Notes:** (1) To receive maximum credit, two *different* effects of genocide on Rwanda must be stated. For example, *Rwandans fled the country and lived in refugee camps* and *more than three million fled to other countries* are the same effect of genocide expressed in different words. In this and similar cases, award only *one* credit for this question.

(2) To receive maximum credit, two *different* effects of genocide on Rwanda must be stated. For example, if a paper cites *the population decreased* as one of the responses, then **no** credit can be given for *one million people were killed* **or** *more than three million fled to other countries* **or** *Rwandans fled and lived in refugee camps* since these responses are subsets of *the population decreased*. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* population increased; Tutsi officials were tried for crimes against humanity; refugee camps were established in Rwanda
- Vague response  
*Examples:* it was the worst ever crisis; things were bad; a government was formed
- No response

**Global History and Geography**  
**Content-Specific Rubric**  
**Document-Based Question**  
**June 2011**

**Historical Context:** Throughout history, governments have adopted policies or have taken actions that have contributed to the denial of human rights to certain groups. These groups include **Ukrainians, Cambodians, and Rwandans**. This denial of human rights has had an impact on the region in which it occurred as well as on the international community.

**Task:** Select *two* groups mentioned in the historical context whose human rights have been denied and for *each*

- Describe the historical circumstances that contributed to the denial of this group’s human rights
- Explain how a specific policy or action contributed to the denial of this group’s human rights
- Discuss the impact this denial of human rights has had on the region in which it occurred and/or on the international community

**Scoring Notes:**

1. This document-based question has a minimum of *six* components (describing the historical circumstances that contributed to the denial of *each* of *two* group’s human rights, explaining how a specific policy or action contributed to *each* group’s denial of human rights, **and** discussing the impact this denial of human rights has had on the region in which it occurred and/or on the international community).
2. The explanation of how a policy or action contributed to the denial of human rights could be the same for both groups although the facts and details will vary, e.g., Stalin’s forced collectivization in Ukraine and Pol Pot’s collectivization policy in Kampuchea led to famine.
3. The discussion of the impact of the denial of human rights may be on the region in which it occurred, on the international community, or on both.
4. The impact of the denial of human rights may be immediate or long-term.
5. The impact of the denial of human rights may be the same for different groups although the facts and details will vary, e.g., famine resulted in the death of millions in both Ukraine and Kampuchea.
6. The response may discuss the impact of the denial of human rights from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
7. Only two groups whose human rights have been denied should be chosen from the historical context. If three groups are discussed, only the first two groups mentioned should be rated.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 9a and 9b may be considered as separate documents *if* the response uses specific facts from each document.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that contributed to the denial of each of two group's human rights, explaining how a specific policy or action contributed to the denial of human rights to each group, and discussing the impact the denial of human rights has had on the region in which it occurred and/or on the international community
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Ukrainians*: contrasts Ukrainian agrarian tradition and desire for Ukrainian autonomy with Stalin's program of Russification and totalitarian rule by demonstrating that mass starvation was the inevitable outcome of the Soviet's policy to secure grain deliveries from the Ukraine that far exceeded previous amounts and connecting the Soviet practice of suppressing ethnic identity in Ukraine to its practice in other Soviet republics; *Cambodians*: connects the effects of the Vietnam War on Cambodia and the subsequent destruction of Cambodian society to Pol Pot's "leap forward" in Kampuchea, which led to forced evacuation of towns and collectivization of farms, the torture and execution of dissidents, and the ensuing shortages of food, relating the difficulties in creating a viable civil society to the destruction carried out by the Khmer Rouge
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the denial of human rights (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Ukrainians*: Central Committee of the Communist Party; sabotage; five-year plans; rapid industrialization; collectivization; kulaks; counterrevolutionary elements; great famine-genocide; *Cambodians*: Khmer; United States bombardment; Sihanouk; Lon Nol; self-sufficient; brainwashing the young; killing of religious and ethnic minorities; killing fields
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one group more thoroughly than the second group *or* by discussing one aspect of the task less thoroughly than the other aspects for both groups
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Ukrainians*: discusses the relation of the Ukrainian national spirit and agricultural lifestyle of kulaks to the attempts by Stalin at Russification, his collectivization policy, the resulting famine-genocide, and the maintenance of control over Ukraine and other Soviet republics; *Cambodians*: discusses the effects of the Vietnam War on Cambodia and the fall of the Sihanouk and Lon Nol governments as it relates to the rise of Pol Pot, the introduction of forced collectivization, attempts to purify society, the deaths of many Cambodians, and the difficulties faced today
- 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 for *one* group have been thoroughly developed, evenly and in depth and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least 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.

## Ukrainians

### Key Ideas from Documents 1–3

Historical Circumstances	Contribution of Policy or Action to Denial of Human Rights	Impact of Denial of Human Rights on Region
<p><b>Doc 1</b>—Fierce independence of Ukrainians Ignoring of directives from Moscow Rural Ukrainian peasant traditions Stalin’s desire to build a strong industrial base Refusal by Ukrainians to surrender farms when private ownership of land abolished</p> <p><b>Doc 2</b>—Disastrous effects of collectivization on agricultural productivity</p>	<p><b>Doc 2</b>—Famine resulting from the increase in amount of grain exported from Ukraine Punishing of blacklisted villages Measures by Central Committee (cessation of delivery of goods, suspension of trade in villages, removal of available goods from cooperative and state stores)</p> <p><b>Doc 3</b>—Ravaging of countryside leading to famine Denial of right to express Ukrainian values under policy of Russification</p>	<p><b>Doc 3</b>—Death of 4 to 10 million by famine Slowing of the evolution of Ukrainian nationhood Disappearance of Ukrainian values of hope, individualism, and hard work Increase in fear, apathy, and alcoholism as a result of collectives Traumatized survivors voiceless in Soviet bureaucracy Creation of tributes and monuments to commemorate the victims in Canada</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Contribution of Policy or Action to Denial of Human Rights	Impact of Denial of Human Rights on Region
<p>Independence of Ukraine between collapse of czarist rule and formation of Soviet Union National revival of customs, language, and religion under Lenin’s free-market exchange Details about the role of kulaks Tradition of Ukraine as a major grain producer (breadbasket) Importance of its location on the Black Sea Use of Soviet propaganda to gain support for collectivization</p>	<p>Arrest and execution or deportation to Siberia of Ukrainian leaders for plotting armed revolt Abundant Ukrainian wheat crop dumped on world market to fund five-year-plans and Soviet military build-up; mass starvation not caused by crop failure Soviet control of granaries and food stockpiles Stalin’s denial of the appeal by Ukrainians for reduced quotas and emergency food supplies Campaign of terror conducted by troops and secret police Purging of party leaders Sealing of borders to prevent importation of food Shooting or prison sentence as a penalty for stealing State property</p>	<p>Resistance actions of peasants (burning of homes, letting crops rot in fields, removing tools and animals from collectives, assassination of local Soviet authorities) Starvation deaths in cities Denial of famine by Soviet propaganda; possible arrest for those claiming existence Failure to write about famine and/or denial of existence by most members of press Failure of churches to function; sending of clergy to labor camps Deaths of estimated 25% Ukrainian population End of independent peasantry by Stalin Effect of failures in Ukraine on nationalist movements in other Soviet republics</p>

## Cambodians

### *Key Ideas from Documents 4–6*

Historical Circumstances	Contribution of Policy or Action to Denial of Human Rights	Impact of Denial of Human Rights on Region
<p><b>Document 4</b>—Destabilization of Cambodia as result of Vietnam War Invasions by Saigon and Vietnamese Communist forces and by United States military in 1970 Bombardment by United States until 1973 Use of bombing’s devastation and massacre of civilians by Pol Pot and Communist Party of Kampuchea to justify brutal purge of moderate communists and Sihanoukists</p> <p><b>Document 5</b>—Overthrow of Lon Nol by Pol Pot in coup d’état Declaration of Year Zero Attempt to create utopian agricultural society</p>	<p><b>Document 5</b>—Ending of capitalism, Western culture, city life, religion, and all foreign influences in favor of an extreme form of peasant communism Refusing foreign economic or medical assistance, banning use of foreign languages, shutting down newspapers and television stations, confiscating radios and bicycles, curtailing mail and telephone usage, forbidding money, shuttering businesses, banning religion, halting education, eliminating health care, revoking parental authority Sealing off country from outside world Forcible evacuation of all of Cambodia’s cities Evacuating two million inhabitants from Phnom Penh and marching them at gunpoint into countryside; death of 20,000</p> <p><b>Document 6</b>—Interrogating, torturing, killing people</p>	<p><b>Document 5</b>—Ending of capitalism, Western culture, city life, religion, all foreign influences <b>Document 6</b>—Destruction of homeland Buddhist temples becoming prisons Vandalization of statues of Buddha and artwork Schools becoming Khmer Rouge headquarters Schoolyards becoming killing fields Empty marketplaces Burning of books Rusting factories Lack of care of plantations People fleeing country/traveling to border of Thailand</p>

## Cambodians (cont.)

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

<b>Historical Circumstances</b>	<b>Contribution of Policy or Action to Denial of Human Rights</b>	<b>Impact of Denial of Human Rights on Region</b>
<p>Taking over of Cambodia (French Indochina) by France in 19th century</p> <p>Organization of anti-French groups after World War II</p> <p>Geneva Conference of 1954 becoming basis of Cambodian independence from France</p> <p>United States-dependent government, headed by Lon Nol, as result of 1970 coup</p> <p>Destruction of infrastructure with United States secret bombing campaigns</p>	<p>Brainwashing</p> <p>Forcing people to work on labor projects</p> <p>Using Mao's ideas as example (Great Leap Forward, Cultural Revolution)</p> <p>Promotion of extreme nationalism (return to Cambodian Golden Age)</p> <p>Conducting deadly purges throughout Cambodia to eliminate educated, wealthy, Buddhist monks, police, doctors, lawyers, teachers, former government officials</p> <p>Specific examples of torture techniques</p>	<p>Death of thousands from malnutrition, famine, poor medical care</p> <p>Execution of soldiers and officials of Lon Nol's government</p> <p>Fleeing of Khmer Rouge as result of full-scale war with Vietnam (1978/1979)</p> <p>End of rule by Khmer Rouge with takeover by Vietnam</p> <p>Death of estimated 25 % of the population under Pol Pot</p> <p>Children becoming soldiers</p> <p>Continued effects today (lack of basic education for many young people, lack of technological progress, lack of skilled workforce)</p> <p>Continued corruption and exploitation of population even after United Nations-sponsored elections</p> <p>Ongoing trials of Khmer Rouge leadership by joint efforts of United Nations and the Cambodian government</p>

## Rwandans

### Key Ideas from Documents 7–9

Historical Circumstances	Contribution of Policy or Action to Denial of Human Rights	Impact of Denial of Human Rights on Region and International Community
<p><b>Document 7</b>—Use of Tutsis to enforce Belgian rule over Hutu majority during colonial rule Tutsi minority—aristocracy; Hutu majority—mostly poor farmers Creation of idea by Belgians of Tutsis as master race/Hutus as inferior race Use of ethnic identity cards and imposition of apartheid-like system by Belgians With independence, seizure of power by majority Hutu and oppression of minority Tutsi Founding of Rwandan Patriotic Front by Tutsis who fled to neighboring countries Signing of peace treaty between Habyarimana and Tutsis <b>Document 8</b>—Attempt by radical Hutus to exert control over Rwanda after assassination of President Habyarimana</p>	<p><b>Document 7</b>—Imposition of apartheid-like system by Belgians (privileges for Tutsi minority; Hutu majority almost in bondage) With independence, seizure of power by majority Hutu and oppression of minority Tutsi <b>Document 8</b>—Use of government-run radio and press to organize nationwide Tutsi murders by Hutu officials Use of private newspapers and private station Radio Television des Mille Collines (RTLM) to incite people to look for “enemies” and kill them <b>Document 9</b>—Killing of nearly one million people</p>	<p><b>Document 8</b>—Opposition of many Tutsis and Hutus to government; emigration of many to Europe, Canada, the United States, or neighboring countries Invasion of Rwanda by Tutsi-led Rwandan Patriotic Front in Uganda <b>Document 9</b>—World’s worst-ever refugee crises; fleeing of more than three million Rwandans to other countries Formation of Unity government Creation of International Criminal Tribunal for Rwanda (ICTR) to try high-level Hutu officials for crimes against humanity by United Nations Sanctioning of people involved in the genocide by tribal councils (gacaca) Establishment of refugee camps in Tanzania (600,000), Burundi (240,000), and the Democratic Republic of the Congo (1.5 million)</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Contribution of Policy or Action to Denial of Human Rights	Impact of Denial of Human Rights on Region
<p>Concept of Hutus and Tutsis as social classes rather than separate racial groups before colonization (existence of social mobility) Better jobs and educational opportunities for Tutsi under Belgians Use of threat of Tutsi return by President to distract Hutus from economic issues and dissatisfaction with regime Shooting down of President Habyarimana’s airplane</p>	<p>Campaign by presidential guard to avenge murder of president Forcing Hutus to kill Tutsi spouses and Tutsi neighbors by soldiers and police Offering of incentives (money, food, land of those killed) Removal of UN peacekeepers after killing of Belgian soldiers and lack of decision in the Security Council Ignoring of Rwandans by international community Renewal of RPF attacks on government forces Defeat of radical Hutu in Kigali by RPF</p>	<p>Arrival of UN troops and aid workers to help maintain order and restore basic services Establishment of multifaction government and promise of safe return to all refugees Election of Hutu president and placement of RPF members in cabinet posts Government of Rwanda pursuing policy of punishment and reconciliation Death of almost one million people in one hundred days Attempts by Hutus to ameliorate situation by building houses for former enemies</p>

The world has witnessed several abominable acts against humanity. Many of these acts have been politically, economically or religiously motivated. Despite the Nuremberg trials against the Nazis, atrocities continue to occur, as in Sudan due to ethnic rivalry, the atrocities in Cambodia and Rwanda were politically and ethnically spurred, with the sanction of the existing governments and nonchalance of the international community.

Although the Cold War was primarily between the United States and the U.S.S.R., it often spilled into other countries that shared borders with communist states. Vietnam's conflict between the communist Viet Cong in the North and non-communist South influenced Cambodia, the United States who supported the South, wanted to stop anyone who supported the Communist forces. Some Cambodians who sympathized with the Vietnamese Communists as well as the Chinese Communists shipped food and other goods from and through Cambodia, the Ho Chi Minh trail which ran through Cambodia became the main route of exchange for the communists. To try to disrupt this trade, the United States staged a surprise invasion of Cambodia and brought more destruction of infrastructure and lives when they dropped more than 500,000 tons of bombs on Cambodia. (Doc 4). However, this caused an unexpected result. It helped give rise to Pol Pot's communist dictatorship when he used these actions as propaganda.

Under the Khmer Rouge, people were indoctrinated, those who opposed Pol Pot were tortured, imprisoned or executed. The country was collectivized, similar to Stalin's policy in the Soviet Union and Mao's Great Leap Forward in China. However, unlike the other collectivizations, Pol Pot and his Khmer Rouge forced people to evacuate the cities and forced them to work on these collective farms, (Doc 5).

Pol Pot allowed schools to be converted to political headquarters, temples into prisons and school yards into killing fields (Doc 6). As Cambodia's cultural ~~identity and liberties~~ institutions were lost, so were the people's identity and liberties. Under Pol Pot's regime, millions who opposed him were massacred in killing fields, and the United Nations failed to intervene until decades later. It is only recently that the United Nations has arrested and tried some of the perpetrators of the genocide and at this point, many of the guilty have already died of natural causes, including Pol Pot.

The Rwandan genocide was planted from the roots of imperialism. Belgians favored the Tutsi tribes, who were the minority, granting them more privileges over the majority Hutu. This made it easier for the Belgians to rule. When Rwanda was granted independence, the Hutu seized power from the Tutsi and oppressed the Tutsi, as they were once oppressed (Doc 7). Many Tutsi who were persecuted fled to neighboring countries in Africa

such as Uganda. There they converged to develop the Rwandan Patriotic Front which was, militaristic and used guerilla warfare against the Hutu government.

In 1990, the leaders of the organization returned to force peace negotiations with the Hutu president Habyarimana. It was a difficult step on the road to peace. However, soon after the president, Habyarimana, was assassinated and the radical Hutus blamed the Tutsis. The radical Hutus took control of the government and utilized media outlets such as the radio to call for the death of anyone who opposed them. Hundreds of thousands of Tutsis and moderate Hutus were attacked, mutilated, or ~~killed~~ killed even as they looked for protection. Many still suffer the scars of witnessing the execution of their families because they were targeted. Three million Rwandans became displaced, finally tipping the attention of the international community. When the West finally responded they helped stabilize the refugee situation when humanitarian aid was sent to the make shift camps. Partly due to the massive influx of refugees, the host countries themselves faced civil war forcing many of the refugees to come home in 1997. With the election of Kagame in 2005 and trials of criminals by the U.N, Rwanda is recovering from its scars. Today, some Hutu prisoners are building homes for the Tutsis, they once murdered. Working together the Hutus and Tutsis are hopefully on a road to a peaceful nation.

The atrocities of the Holocaust were alarming to the world yet the ones committed in Cambodia and Rwanda were just as despicable. Natives were killed due to ethnic and political differences within their own country. The denial of human rights by their leaders was gradually recognized by the international community. When the world unites to solve conflicts, the impacted nations and the international community benefit and try to learn from mistakes, so hopefully these atrocities may never be committed again.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth for Cambodians and Rwandans
- Is more analytical than descriptive (*Cambodians*: an unexpected result of United States bombing was the rise of Pol Pot, who used the actions as propaganda; as Cambodia's cultural institutions were lost, so were people's identity and liberties; *Rwandans*: giving Tutsis power made it easier for Belgians to rule; hundreds of thousands of Tutsis and moderate Hutus were attacked, mutilated, or killed as they looked for protection; partly due to the massive influx of refugees, host countries faced civil war, forcing many refugees to come home; with the election of Kagame and the trial of criminals by the United Nations, Rwanda is recovering from its scars)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Cambodians*: some Cambodians who sympathized with Vietnamese as well as Chinese communists shipped food and other goods from and through Cambodia; Ho Chi Minh Trail became the main route of exchange for communists; to try to disrupt trade, the United States staged a surprise invasion of Cambodia, bringing more destruction of infrastructure and lives; United Nations failed to intervene until decades later; it is only recently that the United Nations has arrested and tried some perpetrators of the genocide and at this point, many of the guilty have already died of natural causes, including Pol Pot; *Rwandans*: genocide was planted from the roots of imperialism; many still suffer scars of witnessing the execution of their families; three million became displaced, finally gripping the attention of the international community; when the West finally responded, they helped stabilize the refugee situation when humanitarian aid was sent to the makeshift camps; today some Hutu prisoners are building homes for Tutsis)
- Richly supports the theme with many relevant facts, examples, and details (*Cambodians*: Pol Pot's Khmer Rouge forced people to evacuate cities and work on collectives; schools were converted to political headquarters, temples to prisons, and school yards to killing fields; *Rwandans*: Belgians favored minority Tutsi tribes granting them more privileges over majority Hutu; with Rwandan independence, Hutus seized power and oppressed Tutsis; many persecuted Tutsis fled to neighboring countries, such as Uganda; Tutsis of the Rwandan Patriotic Front returned to force peace negotiations with President Habyarimana; when the president was assassinated, radical Hutus blamed Tutsis; radical Hutus took control of the government and utilized media outlets to call for the death of anyone who opposed them)
- Demonstrates a logical and clear plan of organization; includes an introduction that states despite the Nuremberg trials against the Nazis, atrocities continue to occur and a conclusion that compares the atrocities of the Holocaust to the ones committed in Cambodia and Rwanda

**Conclusion:** Overall, the response fits the criteria for Level 5. The discussion focuses on the importance of world involvement in the continued denial of human rights. Effective document analysis is interwoven with comparative statements, which demonstrate high-level application and understanding.

Throughout the course of history, governments have adopted policies or taken harsh actions that have contributed to the blatant denial of human rights to basic groups of people. Two of these groups, the Ukrainians and Rwandans, were repressed by the Russians, and radicals of their own governments, respectively. The denial of human rights to the Ukrainians and Rwandans have had a profound impact on the development of their respective regions, as well as creating a large impact on the international community. Groundwork was laid for the denial of the human rights to the Ukrainians and Rwandans, through many policies of the host governments, which in turn spurred profound effect.

Ukraine's repression had its seeds in the demonic mind of Joseph Stalin. Stalin faced many enemies who threatened his totalitarian rule. He saw intellectuals, priests, other religious leaders and political opponents as people who needed to be either forcibly relocated to gulags or purged. The rich land-owning kulaks of the Ukraine would also fall into this problematic population because they were fiercely independent, and a nationalistic people, who would not give in to Stalin's industrialistic urges. In the late 1920s, Stalin started a five year plan aimed at increasing industrial production, making the Soviet Union a force to be reckoned with and helping to make him one of the most powerful leaders in the world. As part of this plan, Stalin forced the peasants to collectivize their land. This meant that all peasants, rich and poor, had to surrender their land, equipment, and animals to the collective. The Ukrainians, however, clung to their traditional peasant lifestyle, and refused to surrender their family farms which planted the seeds for Stalin's continued

brutal repression (Document 1). In the Addendum to the minutes of the Politburo meeting, the plan was set for Stalin to destroy the Ukraine. There, he established all-out collectivization of agriculture, causing widespread problems. Exportation of grain was exponentially increased, resulting in deadly famine (Document 2). Like the situation in Rwanda, the disaster in Ukraine is known as a genocide. Dr. Olek W. Gocus said this, "the famine not only destroyed millions of human beings, but also retarded by generations the natural evolution of Ukrainian nationhood" (Document 3). In that quote, the historical consequences of the forced famine not only causing millions of Ukrainians to die but also breaking the nationalist spirit of the people who did not regain their independence until 1991, is firmly established. Other nationalities throughout the Soviet Union saw Stalin's treatment of the Ukrainians and fell in line with Stalin's demands to collectivize and industrialize. Stalin's communist takeover had disastrous effects, not only on the Ukraine but also on the other Soviet republics.

The seeds for genocide in Rwanda were planted by the colonial policies of Belgium. The Belgians, while occupying Rwanda, used the Tutsis, who were the Rwandan aristocracy, to enforce their rule over the majority, or the Hutus. The Hutu were mostly poor farmers (Document 4). The Tutsi minority were allowed to rule similar to the white minority in South Africa. They dictated policies and dominated the Hutu majority, oftentimes very cruelly. The seeds for revenge were thus planted. Years later, the Hutu struck back. When Rwanda became independent in the 1960s, the Hutus became the ruling majority and tried to dominate the Tutsis as they had been controlled during the time of imperialism.

Many Tutsis fled the country and started a guerilla war against the Hutus until the president had to sign a power sharing peace agreement. After the assassination of the president, radical Hutus blamed the Tutsis and attempted to take over the government. While exerting power over the government, they gained totalitarian control, censoring the media and press. They released hostile propaganda, urging others to kill the Tutsi "enemies" (Document 8). This specific action spurred more refugees and this crisis led to the largest aid effort in world history. For the book, Hotel Rwanda, author Terry George revealed the brutal consequences of the radical Hutu vengeance. Nearly one million people were killed, and another three million became refugees, destabilizing the neighboring countries <sup>(Document 9e)</sup>. Some of the surrounding countries collapsed into civil war and many of these places are guilty of their own abuses of human rights. Eventually in Rwanda, the Tutsi-run militia were able to defeat the radicals and set up a democracy with a constitution that guarantees the rights of all people. Unfortunately, Rwanda still has many scars from the genocide which killed so many. Evidently, the political thirst for revenge spiraled into a horrific chain of events, which had a ripple effect throughout the region. The Rwandan genocide seems to have spread bad behavior throughout the region which still needs to be watched and stopped by the international community.

Throughout the course of mankind, governments have had motives that compelled them to commit ~~actions~~ <sup>rash acts at</sup> times. Whether it is man's thirst for greed, and outright avarice, or whether it is a desire for revenge, the basic human rights have been denied to certain groups. Two of these are the Ukrainians

and Rwandans. This denial of rights always has an underlying cause, and is jump-started by one specific policy. When the dust settles, the denial of human rights becomes an issue that cannot be ignored, and creates waves of impact on the region and the global community.

Anchor Level 5-B

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth for Ukrainians and Rwandans
- Is more analytical than descriptive (*Ukrainians*: rich landowning kulaks would fall into the problematic population because they were fiercely independent and nationalistic and would not give in to Stalin's industrial urges; they clung to their traditional peasant lifestyle and refused to surrender family farms, which planted the seeds for continued repression; forced famine not only caused millions to die but also broke the nationalist spirit of the people; *Rwandans*: the seeds for genocide were planted by the colonial policies of Belgium; Tutsi dictated policies and dominated Hutu majority often times very cruelly, planting the seeds for revenge; Hutus released hostile propaganda urging others to kill Tutsis enemies)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Ukrainians*: Stalin saw intellectuals, priests, other religious leaders, and political opponents as people who needed to be forcibly relocated to gulags or purged; Stalin started a five-year plan aimed at making the Soviet Union a force to be reckoned with and helping to make him one of the most powerful world leaders; other nationalities throughout the Soviet Union saw Stalin's treatment of Ukrainians and fell in line with his demands to collectivize and industrialize; *Rwandans*: Tutsi minority were allowed to rule similar to the white minority in South Africa; Tutsi-run militia were able to defeat the radicals and set up a democracy with a constitution that guarantees the rights of all people; many surrounding countries are guilty of their own abuses of human rights; Rwanda still has many scars from the genocide that killed so many; political thirst for revenge spiraled into a horrific chain of events that had a massive ripple effect throughout the region)
- Richly supports the theme with many relevant facts, examples, and details (*Ukrainians*: Stalin forced peasants to collectivize, meaning all peasants had to surrender their land, equipment, and animals; Stalin established collectivization of agriculture; exportation of grain was increased, resulting in deadly famine; *Rwandans*: Belgians used Tutsis, the Rwandan aristocracy, to enforce their rule over the Hutu majority; with independence, Hutus became the ruling majority and tried to dominate the Tutsis as they had been controlled; many Tutsis fled the country and started a guerilla war until the president had to sign a power-sharing peace agreement; after the assassination of the president, radical Hutus blamed Tutsis and attempted to take over the government; Hutus gained totalitarian control censoring the media and press; nearly one million people were killed and another three million became refugees destabilizing some neighboring countries)
- Demonstrates a logical and clear plan of organization; includes an introduction that states groundwork was laid for the denial of human rights to Ukrainians and Rwandans through many policies of the host governments and a conclusion that states governments have had motives that compelled them to commit rash acts at times

**Conclusion:** Overall, the response fits the criteria for Level 5. Strong interpretation and expansion of document information is used to add depth to the discussion. Summative statements demonstrate a good understanding of the global implications of genocide.

The denial of human rights has been happening for a very long time. As time has past on, it seems the ways people keep a certain group down keep getting more violent. As seen in regions such as the Ukraine and Cambodia the oppression of people has truly impacted these countries. These acts of violence have occurred in the last one hundred years and their affects are still seen in the countries today.

When Stalin came into power after the death of Lenin, he wanted the Soviet Union to become a powerful state. One of Stalin's ideas was the Five Year Plan which was supposed to cause a rapid growth in industry, and help them catch up with the West. The Five Year Plans that occurred in the Soviet Union did increase products such as steel and coal. As part of the Five Year Plan, Stalin forced collectivization in agricultural areas. His plan was to sell the wheat grown on the collectives to purchase the technology needed for industrialization. However, production in crops decreased partially due to opposition especially in the Ukraine.

The Ukraine was a very independent republic who liked the way their life already was. When Stalin demanded change, they resisted very strongly. As said in document one, Stalin wanted to abolish private

ownership of lands, but the Ukrainians refused to surrender their farms. The Ukraine became a threat to Stalin's plans to become recognized as a world power. Many farmers burned crops, killed livestock, and withheld food. One of the most stubborn groups of farmers were the Kulaks who were wealthy landowning farmers. Stalin stripped them of their power and basically demoted them to the same status as the poor uneducated factory workers. The Kulaks continued to rebel even killing some of the local Soviet authorities. Stalin finally became so angry and offended by them that he ordered for them to be killed. Many Kulaks were killed for their want for human rights; Stalin tried to wipe out a whole group of people. Starvation ensued when Stalin took most of the food available and didn't allow foreign aid into the republic. As said in document two Stalin immediately stopped the delivery of goods into the Ukraine as well as trade from other republics, and he removed goods from cooperative and state stores. Millions died during this time. By killing so many, Stalin also killed the hope and the want for independence as the people wasted away, written in document three. Memories of

these awful acts still live on in Ukraine.

By 1970 Cambodia was breaking down. Due to invasions by Saigon, and Vietnam the country was in a lot of trouble. As said in document four, it created 130,000 Khmer Refugees...many of whom blamed U.S. bombing as the main cause of their displacement. This bombing lasted three years and helped make Lon Nol's government unstable leading to its collapse.

Pol Pot came into power during this awful time in Cambodia and he used the chaos to his advantage. As said in document four, the bombing's devastation and massacre of civilians was used as recruitment propaganda and an excuse for Pol Pot's brutal, radical policies... Millions were killed through this time of genocide in Cambodia. Anyone who was a threat was interrogated, beaten, imprisoned, and killed. People were forced to go to the countryside and work on collective farms. They were forced to leave their homes, their work, their possessions, and sometimes even their families. Cities were emptied in an attempt to create a perfect agrarian society. This is all displayed in document five. Schools and temples were used for interrogating,

Killing and holding prisoners, as said in document six. All of this occurred in only four years. Remnants of Khmer Rouge genocide are still around Cambodia today. There are mass grave sites where bodies were laid and there is a field with millions of skeletons or just random bones of those who lost their lives. All sorts of people died during this genocide and it is displayed in Cambodia today. Unfortunately it has been difficult to recover from this genocide. Even though Pol Pot lost power when the Vietnamese invaded in the late 1970s Cambodia is still struggling to rebuild the country. The people who were targeted by Pol Pot and his Khmer Rouge were often the educated lawyers, doctors, teachers and others who are needed to help create a stable successful society. Without them Cambodia continues to face many challenges.

These horrible acts of violence greatly affected Cambodia and Ukraine as well as surrounding regions. While many escaped these killings, millions of innocent people did not. These events will forever tarnish the country. Basic human rights were all that these people wanted instead they were killed for what was rightfully theirs. While these events should be a lesson that people deserve their rights and shouldn't be killed for them, these senseless acts of violence are

still occurring today, and it doesn't look like it will end any time soon.

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**Anchor Level 4-A**

**The response:**

- Develops all aspects of the task for Ukraine and Cambodia
- Is both descriptive and analytical (*Ukrainians*: partially due to opposition, production in crops decreased; Stalin became so angry and offended by the stubborn kulaks that he tried to wipe them out as a group of people; starvation ensued when Stalin took most of the available food and did not allow foreign aid into the republic; killing so many also killed the want for independence; memories of these awful acts still live on in Ukraine; *Cambodians*: many Khmer refugees blamed United States bombing as the main cause for their displacement; bombing helped make Lon Nol's government unstable, leading to its collapse; Pol Pot came to power by using the bombing's devastation and massacre of civilians as recruitment propaganda and as an excuse for his brutal radical policies)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Ukrainians*: Stalin's five-year plan was supposed to cause a rapid growth in industry and help the Soviets catch up with the West; products such as steel and coal increased; Ukraine became a threat to Stalin's plans to become a recognized world power; many farmers burned crops, killed livestock, and withheld food; Stalin stripped the kulaks of their power and basically demoted them to the same status as poor uneducated factory workers; *Cambodians*: people were forced to leave their homes, their work, their possessions, and sometimes even their families; even though Pol Pot lost power when the Vietnamese invaded in the late 1970s, Cambodia is still struggling to rebuild the country; people targeted by Pol Pot and his Khmer Rouge were often the educated, lawyers, doctors, teachers, and others who are needed to help create a stable successful society)
- Supports the theme with relevant facts, examples, and details (*Ukrainians*: Stalin forced collectivization in agricultural areas; Ukrainians refused to surrender their farms; kulaks were wealthy landowning farmers; Stalin immediately stopped the delivery of goods into Ukraine as well as trade from other republics; *Cambodians*: due to invasions by the United States, Saigon, and Vietnam, Cambodia was in a lot of trouble; anyone who was a threat was interrogated, beaten, imprisoned, and killed; people were forced to go to the countryside and work on collective farms; schools and temples were used for interrogating, killing, and holding prisoners)
- Demonstrates a logical and clear plan of organization; includes an introduction that states while denial of human rights seems to be getting more violent and a conclusion that discusses that the denial of human rights will forever tarnish a country

**Conclusion:** Overall, the response fits the criteria for Level 4. While some repetitiveness tends to detract from the effort, historical facts are presented and provide support for document interpretation. Although the discussion about Ukraine is complete, the discussion of the impact of the denial of human rights on Cambodia strengthens this response.

During the course of history, time and time again governments have not given human rights to groups of people who deserve them. Two of these groups include the Ukrainians and the Rwandans. These groups, and the areas in which they live, have been deeply affected by suffering the denial of their human rights.

Ukraine was an independent country for a short time in the early 20th century. Historically, Ukrainians viewed themselves as Ukrainians rather than Russians or Soviets. They were nationalistic and wanted to rule themselves. In 1922 when the U.S.S.R. took over Ukraine it seemed as if things were fine, but in actuality things were not. The Soviets had wanted Ukraine as part of their empire to serve as the breadbasket for the Soviet Union, but because the Ukrainians were a feircly independant people, they wanted to maintain their power structure in which the kulaks privately owned large farms, they did not want to give in to Stalin's power. So, because he wanted to assert his will on the people, Stalin marched into Ukraine, started killing the kulaks, and took the land for the Soviet Union's agricultural needs. The Soviets also did this because Stalin wanted a strong industrial base, but the Ukrainians clung to their rural traditions (Doc. 1). The kulaks wouldn't back down, so the U.S.S.R. came up with a plan that took away their (the kulaks) delivery of goods (Doc. 2). With an act, control of every aspect of agriculture was taken away from the Ukrainians. Due to this, Ukraine suffered a huge famine, that ended up killing between four and ten millim people. Ukraine was where much of the food was

produced and the people were forced into collectives and forced to work for the Soviets. Much of their agricultural produce was exported out of Ukraine to pay for <sup>industrial</sup> production, contributing to their starvation. This mass amount of murder was partially because the Soviet Union was stubborn and greedy and wanted more power for their empire.

Rwanda is a small country in Central Africa, that suffered a major genocide due to the conflict between two groups of people: the Hutu and the Tutsi. The Belgians, who colonized Rwanda after the Germans lost the territory during World War I, gave all political power to the Tutsi as a way to keep control over the population. They created a system of tribal separation which further widened the differences between the two groups and put into peoples' minds that the Tutsi were a master race, and the Hutu an inferior race (Doc. 7). This false statement made the Hutu quite angry because they were the majority and ~~they~~ wanted to punish the Tutsi who now thought they were better. No longer could the groups intermingle or intermarry because the Belgians created resentment among the abused population. When the Hutu took over the government, the power structure switched and the Tutsi became the abused. By the 1990s, the Tutsi had formed a guerilla army called the Rwanda Patriotic Front. After a controversial peace agreement with the president, and then his assassination, the genocide of the Tutsi began. The Hutu used the media to tell their people to kill the Tutsi. With the Tutsi fighting against this, everything broke loose, so many Tutsi and moderate Hutus fled to other countries. After this genocide, there were poor, helpless

refugees who needed or wanted to come back home. Just in the Congo, Burundi, and Tanzania alone (the three of four countries surrounding Rwanda) there were nearly 3 million refugees (Doc. 9). Rwanda can blame the beginning of this horrible tragedy, not on each other, but the Belgians for creating such a terrible lie. Before the Belgians, the two groups got along, and hopefully in the near future they will again.

In the end, the world may seem unfair. People have died in mass numbers for centuries, but the 20th century's total count has been the worst of all. The result of the Ukrainians and Rwandans have shown proof of this. We can only hope that a valuable lesson has been learned and it shall not ever be seen again.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for Ukrainians and Rwandans but discusses the impact of the denial of human rights for both groups less thoroughly than the other aspects of the task
- Is both descriptive and analytical (*Ukrainians*: because they wanted to maintain their power structure in which the kulaks privately owned large farms, they did not want to give in to Stalin; Stalin wanted a strong industrial base, but Ukrainians clung to their rural traditions; Ukraine was where much of the food was produced and people were forced into collectives and forced to work for the Soviets; Soviet Union was stubborn and greedy and wanted more power for their empire; *Rwandans*: Belgians gave all political power to the Tutsi as a way to keep control; Belgians created a system of tribal separation, which further widened the differences; Belgians put into people's minds that the Tutsi were a master race; false statements by the Belgians made the Hutu quite angry because they were the majority and the Tutsi now thought they were better; after the genocide, there were poor, helpless refugees who needed or wanted to come home)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Ukrainians*: Ukraine was an independent country for a short time; Ukrainians viewed themselves as Ukrainians rather than Russians or Soviets; the Soviets wanted them as part of their empire to serve as their breadbasket; Stalin marched into Ukraine and started killing kulaks; much of the agricultural produce was exported out of Ukraine to pay for industrial production, contributing to their starvation; *Rwandans*: Belgians colonized Rwanda after the Germans lost the territory during World War I; no longer could the groups intermingle or intermarry because the Belgians created resentment among the abused population)
- Supports the theme with relevant facts, examples, and details (*Ukrainians*: Stalin took their land for the Soviet Union's agricultural needs; control of every aspect of agriculture was taken away from Ukrainians; they suffered a huge famine that ended up killing millions; *Rwandans*: when the Hutu took over the government, the power structure switched and the Tutsi became the abused; the Tutsi formed a guerilla army called the Rwandan Patriotic Front; after a controversial peace agreement with the president and then his assassination, the genocide of the Tutsi began; Hutus used the media to tell their people to kill the Tutsi; many Tutsi and moderate Hutus fled to other countries)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states the genocide in the 20th century has been the worst

**Conclusion:** Overall, the response fits the criteria for Level 4. Historical facts are used to enhance document information for both Ukraine and Rwanda. While the information on Rwanda is primarily centered on document interpretation, the premise that some reasons for the genocide originated with Belgian colonial practices is insightful and developed in depth.

Although history, various governments worldwide have taken actions that go against human rights of specific ethnic groups. In Rwanda a long instigated conflict between Hutus and Tutsis led to many acts of discrimination on both sides. In Ukraine the individualism and rights of the people as a whole were undermined. In both the areas of Rwanda and Ukraine the standing governments inflicted actions that denied the human rights of specific ethnic groups and for the most part the rest of the world remained indifferent to these genocides.

In colonial Rwanda, there was an ongoing ~~stra~~ struggle and conflict between the Hutu and Tutsi tribal groups that the government helped heighten. The colonial master of Rwanda was Belgium and they imposed "an apartheid-like system." This system created by the Belgians set the Tutsi as the superior race even though they were the minority and the majority Hutu was made lesser. Such early on tribal division was set up by the Belgians and was even made official through ethnic identification cards which created dire consequences that would have lasting impacts. "At independence in the late '50's and early '60s, this system was reversed... an apartheid-like system in reverse" demonstrating the effects of the long standing repression of a specific ethnic and tribal group. The Hutus wanted revenge for all the discrimination they experienced so they let the Tutsis experience what they had suffered for a while. In the mid 1990s the situation got worse and the "Hutu officials who tookover the government

organized the murders nationwide. <sup>The</sup> Tutsis The government wanted the people of Rwanda to think of the Tutsis as enemies of the state and a threat to livelihood of Rwanda. Tutsis, lacking majority and power in government, were helpless and very victimized. The Hutu government made excellent use of propaganda through government controlled radio and press posters were also used calling the Tutsis cockroaches and urging them to be killed with machetes. Hutu neighbours and colleagues were urged to round up the tutsis they knew to be killed and if they did not help in the massacre then they would be massacred. The Rwandan Patriotic Front (RPF) started in Uganda, a neighbour~~in~~ neighbouring nation formed a guerilla army trying to fight for Tutsi human rights. Tutsi and Hutu, who could, fled to safety in neighbouring countries, to Europe or to ~~land~~ Canada and the United States. One major impact of the conflict was the "three million fled to other countries, creating the world's worst ever refugee crisis." Population loss, and much displacement in Rwanda, and conflicts in nations that could not handle the refugee crisis were all results. The Rwandese genocide pushed the world community to pay closer attention to genocides and importance of human rights globally.

In Ukraine a different type of genocide or violation of human rights occurred by a united government. It is known as the Holodomor or "murder by hunger." The U.S.S.R. under Stalin demanded complete submission of all the member states to its plans especially the farm collectivization. ~~See~~ Genocide is the systematic killing of a people.

"The Ukrainians were a fiercely independent people, given to ignoring... directives from Moscow... maintaining their individualistic, agrarian way of life." This went against Stalin's policy and Ukraine was singled out for mistreatment, because of its nationalism that Stalin did not accept. Ukraine was not industrial, but agricultural its kulaks had been successful as private land owners and rebelled against collectivization. In ~~the~~ the Addendum to the minutes of Politburo it was stated that there would be an immediate cessation of the delivery of goods, complete suspension of cooperative and state trade in the villages, and removal of all available goods. These were implemented in the Ukraine and when they refused to adopt collectivization so they were singled out and discriminated against because of Stalin. The stopping of products and eventual forced collectivization led to many deaths due to starvation and malnutrition diseases. The Holodomor caused Ukraine to be behind in its growth as a nation. About "6 to 10 million" (document 3) died during the ~~Holodomor~~ <sup>widespread</sup> hunger. Much of what occurred during the Holodomor was kept quiet, because of the U.S.S.R. under Stalin did not want to admit failure. Many question whether it was a genocide, but it is obvious the Ukrainians were singled out and put under conditions going against human rights.

In both Ukraine and Rwanda the standing governments imposed policies that neglected the human rights of specific ethnic groups. Unfortunately even today human rights are sometimes ignored.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task for Rwandans and Ukrainians
- Is both descriptive and analytical (*Rwandans*: system created by the Belgians set the minority Tutsi as the superior race and the majority Hutu race was made lesser; Hutus wanted revenge so they let the Tutsis experience what they had suffered; government wanted people to think of the Tutsis as enemies of the state and a threat to their livelihood; Tutsis lacked the majority and power in government and were helpless and victimized; Hutu government made excellent use of propaganda through government-controlled radio and press; population loss, much displacement in Rwanda, and conflicts in nations that could not handle the refugee crisis were all results; *Ukrainians*: the USSR under Stalin demanded complete submission to its plans, especially collectivization; Ukrainians were a fiercely independent people, given to ignoring directives from Moscow; they were singled out for mistreatment because of their nationalism; kulaks had been successful as private landowners and rebelled against collectivization; the stopping of products and eventual forced collectivization led to many deaths due to starvation and malnutrition; many question whether it was a genocide, but it is obvious Ukrainians were singled out)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Rwandans*: posters were used calling the Tutsis cockroaches and urging them to be killed with machetes; Hutu neighbors were urged to round up Tutsis they knew to be killed, and if they did not help, then they would be massacred; the genocide pushed the world community to pay closer attention to genocides and the importance of human rights; *Ukrainians*: the genocide is known as the Holodomor or murder by hunger; genocide is the systematic killing of a people; much of what occurred during the Holodomor was kept quiet because the USSR under Stalin did not want to admit failure)
- Supports the theme with relevant facts, examples, and details (*Rwandans*: Belgium imposed an apartheid-like system that was reversed at independence; in the mid 1990s, Hutu officials organized the nationwide murders; the Rwandan Patriotic Front started in Uganda to fight for Tutsi human rights; created the world's worst ever refugee crisis; Tutsis and Hutus fled to safety in neighboring countries; *Ukrainians*: government stated that there would be an immediate cessation of the delivery of goods, complete suspension of cooperative and state trade in the villages, and removal of all available goods; about 4 to 10 million died)
- Demonstrates a logical and clear plan of organization; includes an introduction that states examples of human rights violations in Rwanda and Ukraine and a conclusion that states human rights are sometimes ignored

**Conclusion:** Overall, the response fits the criteria for Level 4. Document information is complemented by the inclusion of analytical statements and references to outside information that demonstrate a good understanding of the theme. The idea of the world's indifference to genocide is sophisticated but is not developed in the discussion.

Two groups that have been denied human rights are those of Rwanda and Cambodia. In Cambodia, they were invaded. This contributed to the denial of Cambodian's human rights. The people were tortured and schools and other buildings in Cambodia were used as locations for killings. In Rwanda, the separation due to prejudices between the Hutus and the Tutsis and the publicity by the government instructing people to find the enemy + kill them contributed to the denial of human rights. These actions impacted the region and the international community.

In Cambodia, they were invaded and bombed by the U.S. in May, 1970. This was followed by simultaneous invasions by Saigon and Vietnamese Communist forces, creating 130,000 new Khmer refugees. Pol Pot used the bombings devastations and massacre of people as an excuse for his Communist Party's brutal, radical policies (Doc 4). He blamed Lon Nol's government and called for his overthrow. This brought to power a group known as the Khmer Rouge, or Red Khmer. They were a terror group led by Pol Pot looking to take total control over the people of Cambodia. For example, some people who were older were considered worthless and killed. They were viewed as a threat because they had been exposed to the west and would not adapt to and blindly accept the Khmer Rouge's radical policies. As a result, many people were tortured, imprisoned, and executed. Because so many people were killed the bodies were put into mass, unmarked graves. Those who were young were brainwashed and indoctrined into the ways of the Khmer Rouge.

The Killings of Cambodia's people was a denial of their human rights because they were forced to do things by the Khmer Rouge. According to the UN, people have the right to not be killed. This right was denied to the people of Cambodia. The denial of human rights impacted the Cambodian region because statues of Buddha were defaced and vandalized, Buddhist temples were turned into prisons, and schools were turned into Khmer Rouge headquarters where people were tortured and executed. School yards were turned into killing fields, market places were abandoned, and books were burned. (Doc 6) Because so many people were killed, it was very difficult to rebuild and return to normal.

In Rwanda, the Hutus and Tutsis were not always prejudiced against each other, even though the Hutus were the majority and the Tutsis were the minority. It was the Belgians who used the Tutsis, Rwanda's aristocracy, to rule over the Hutus, mostly farmers. However, in the 1960's this was reversed and the Hutu majority overwhelmed the Tutsis minority. (Doc 7) The assassination of the president, Juvenal Habyarimana led to the Hutus radical control of Rwanda. They used the government-run radio, press and private newspapers and radio stations to tell the people to find the enemy (Tutsis) and kill them. Because of this threat to their life, Tutsis fled into safer, neighboring countries and as far as Europe, Canada, and the United States. (Doc. 8) Over the course of the genocide of the Tutsis of Rwanda, nearly 1 million people were killed. The West responded to the refugee situation by sending the largest aid effort in human history. This was sent by

the UN to protect the people in Rwanda. However, fights between people for the food put the soldiers from the West in danger and the UN cut off the supply of food leaving people to die or flee. Over 3 million refugees fled Rwanda. Eventually, wars within the neighboring countries caused almost all of the refugees from Rwanda to return home by 1997. (Doc 9)

In conclusion, the people of Rwanda and Cambodia both experienced a denial of their human rights, through genocide. In Cambodia, the Khmer Rouge threatened the lives of its people and in Rwanda, the ~~Tutsis~~ Tutsis were attacked by the Hutus. In both situations, many innocent people died due to the historical circumstances and specific policies and actions. This denial of human rights impacted the region in which the genocide occurred as well as the international community.

## Anchor Level 3-A

### The response:

- Develops some aspects of the task with some depth for Cambodians and some aspects in little depth for Rwandans
- Is more descriptive than analytical (*Cambodians*: Pol Pot used the bombings' devastation and massacre of people as an excuse for his brutal, radical policies; denial of human rights impacted the Cambodian region because people were tortured and executed; it was very difficult to rebuild and return to normal after the genocide; *Rwandans*: in the 1960s, the system was reversed and the Hutu majority overwhelmed the Tutsi minority in a revolution; the assassination of President Juvenal Habyarimana led to the Hutus' radical control of Rwanda)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Cambodians*: Khmer Rouge or Red Khmer was a terror group looking to take total control; some older people were viewed as a threat because they had been exposed to the West and it was feared they would not adopt and blindly accept the Khmer Rouge's radical policies; many of those who were young enough were brainwashed and indoctrinated into the ways of the Khmer Rouge; according to the United Nations, people had the right to not to be killed; *Rwandans*: Hutus and Tutsis were not always prejudiced against each other; fights between people for the food put the soldiers from the West in danger; the United Nations cut off the supply of food leaving people to die or flee)
- Includes some relevant facts, examples, and details (*Cambodians*: Cambodia was invaded and bombed by the United States; simultaneous invasions by Saigon and Vietnamese Communist forces created new Khmer refugees; statues of Buddha were defaced and vandalized, Buddhist temples were turned into prisons, and schools were turned into Khmer Rouge headquarters; schoolyards were turned into killing fields; *Rwandans*: the Belgians used the Tutsis, Rwanda's aristocracy, to rule over the Hutus; Hutus used the government-run radio, press, and private newspapers and radio stations to tell the people to find enemy Tutsis and kill them; Tutsis fled into safer, neighboring countries and as far as Europe, Canada, and the United States; the West responded to the refugee situation by sending the largest aid effort in human history; wars within neighboring countries caused almost all of the refugees from Rwanda to return home by 1997)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state how human rights of Cambodians and Rwandans were denied

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of Cambodia includes good historical references and relevant outside information. Although the treatment of Rwanda consists of simple, direct statements and relies on document information, the development of the historical circumstances demonstrates an understanding of the denial of human rights in Rwanda.

In history, a devastating reoccurring event is the denial of basic human rights to people leading to the mass killing of the certain group. The decision to deny these rights are based on nothing more than religious, ethnic or political differences. Examples of this are the genocides of the Cambodians and Rwandans.

In Cambodia, the country was struggling under the rule of Lon Nol. (Document 4) In 1970 Saigon and Vietnamese communist forces invaded Cambodia followed by the United States. Due to the fact that no action to stop this chaos was taken by Lon Nol, Cambodians joined the Khmer Rouge, led by Pol Pot who eventually took control of Cambodia. In Rwanda tensions between the Hutus and Tutsis had been escalating since its occupation by the Belgians. The Belgians created the idea of Tutsi superiority and Hutu inferiority. They created a government where the minority ruled over the majority. This would be bad enough but they also started to racially identify people through the use of ethnic identity cards forcing the Hutu into lives of poverty and bondage. (Document 1) The Hutus felt that it was unfair to just pick the Tutsis as a higher class to maintain control. Due to their majority population they began their rebellion against Tutsi superiority. From the 1960s to the 1990s, the Hutu instituted their own policies of discrimination against the Tutsis.

With Pol Pot and the Khmer Rouge as leaders of Cambodia,

the genocide began. The goal of Khmer Rouge was to rid Cambodia of any Western ideas. Many Cambodians who supported Westernization were brutally killed. The Khmer Rouge indoctrinated and brain-washed the people into killing their own ethnic group (Document 5) Any person that was seen as a threat to Pol Pot's Western-free society was tortured, imprisoned, and executed. In Rwanda, the denial of human rights began with propropaganda against the Tutsis. By the mid 1990s radical Hutus wanted to get rid of the Tutsis and anyone who supported them. Private newspapers and radio stations run by the government were used. The "Radio Television de Mille Collines" (RTLM) told the Hutus to essentially hunt and kill the Tutsis in any way possible anywhere they saw them. (Document 8) This began the mass killing of Tutsis in Rwanda.

These genocides impacted their own countries and the neighboring countries around them. In Cambodia many fled to other countries. According to Document 6, in only 4 years the Cambodia this survivor used to know ceased to exist. Cambodia was made into a country run only to kill. Industry was shut down and plantations were abandoned. Schools and Buddhist temples became killing centers and burial grounds for the Cambodians. After the Khmer Rouge lost power and the genocide stopped Cambodians have still needed to get their lives back. Many lost their parents, grandparents, brothers or sisters. In Rwanda, about 1 million people were killed and over 3 million fled to

other neighboring countries to refugee camps (Document 9) The West launched the largest aid effort in history. The genocide concluded in 1996. After this, war broke out in the neighboring countries forcing the refugees to move back to Rwanda in 1997. Rwandans now are living together. Some who have committed murders have been punished but others remain free.

These terrible events affected the lives of the people inside the country and outside. Genocide and the denial of basic human rights occur due to corrupt leadership and lack of respect for other human life. The suffering these innocent groups go through is depressing. Because this seems to be a naturally occurring event around the world the frightening thought lies with the question who will be next?

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with little depth for Cambodians and Rwandans
- Is more descriptive than analytical (*Cambodians*: Cambodians who supported Westernization were brutally killed; any person who was seen as a threat to Pol Pot's Western-free society was tortured, imprisoned, and executed; *Rwandans*: tensions between Hutus and Tutsis had been escalating since its occupation by the Belgians; Belgians created the idea of Tutsi superiority and Hutu inferiority; minority government was bad enough, but the Belgians also started to racially identify people through the use of ethnic identity cards, forcing the Hutu into lives of poverty and bondage; due to their majority population, the Hutus began their rebellion against Tutsi superiority)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Cambodians*: because Lon Nol took no action to stop the chaos, Cambodians joined the Khmer Rouge; Khmer Rouge indoctrinated and brainwashed people into killing their own ethnic group; after Khmer Rouge lost power and the genocide stopped, Cambodians have still needed to get their lives back; many lost parents, grandparents, brothers, or sisters; *Rwandans*: they are now living together; some who have committed murder have been punished, but others remain free)
- Includes some relevant facts, examples, and details (*Cambodians*: country was struggling under the rule of Lon Nol; in 1970, Saigon and Vietnamese communist forces invaded Cambodia followed by the United States; genocide began with Pol Pot and the Khmer Rouge as leaders; industry was shut down and plantations were abandoned; schools and Buddhist temples became burial grounds; *Rwandans*: from the 1960s to the 1990s, the Hutu instituted their own policies of discrimination against the Tutsis; about one million people were killed and over three million fled to neighboring countries to refugee camps; the West launched the largest aid effort in history; war broke out in neighboring countries forcing the refugees to move back to Rwanda by 1997)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although document analysis could be expanded, conclusions scattered throughout the discussion are adequate. Combining the treatment of each aspect of the task for both groups as separate entities is somewhat ineffective due to the loss of historical continuity. The strength of the response is in the discussion of the impacts.

Throughout history, human rights have been denied to certain groups of people. In the 20<sup>th</sup> century, these groups of people included Rwandans and Cambodians. Both groups of people were killed by the millions because of the actions of an opposing force.

The Khmer Rouge, also known as the Red Khmer were headed by the infamous Pol Pot. Pol Pot used the bombings of Cambodia during the Vietnam War to his advantage. He used the bombings devastation as recruitment propoganda and as an excuse for his brutal, radical policies and his purge of moderate communists and others. (Doc 4) Pol Pot mainly went after intellectuals and those who opposed his rule. Anyone viewed as a threat was tortured, imprisoned, or executed. (Doc 5) His idea of a threat included people with any connections to foreigners, people who were educated, people who had lived in cities, or just people who disagreed with him. Some examples of the Khmer Rouge policies included countryside collectivization, cities being forcibly emptied, and use of mass grave sites. Schools were turned into Khmer Rouge headquarters where

PEOPLE WERE INTERROGATED, TORTURED, KILLED, AND BURIED. (DOC 6) POL POT VANDALIZED STATUES OF BUDDHA AND ARTWORK. POL POT ALSO TRIED TO GET RID OF ANY FOREIGN INFLUENCES BY CLOSING SCHOOLS, KICKING OUT FOREIGNERS, NOT ACCEPTING ANY ECONOMIC OR MEDICAL ASSISTANCE, AND CLOSING DOWN THE EMBASSIES. HE ISOLATED CAMBODIA SO HE COULD RETURN IT TO YEAR ZERO. (DOC 5) A MAIN GOAL OF POL POT WAS TO RETURN CAMBODIA TO THE WAY IT WAS DURING ITS GOLDEN AGE. THEREFORE, FACTORIES WERE LEFT TO RUST AND PLANTATIONS WERE WITHOUT TENDING. POL POT WAS TRYING TO REVERSE ALL WESTERN AGRICULTURAL AND INDUSTRIAL ADVANCES.

ANOTHER COUNTRY IN WHICH HUMAN RIGHTS WERE DENIED WAS IN RWANDA. LOCATED IN MID-AFRICA, RWANDA IS ONE OF THE SMALLEST COUNTRIES IN THAT CONTINENT WITH ONLY 7 MILLION PEOPLE. THE CONFLICT IN RWANDA DATES BACK TO DECADES WHERE THE BELGIANS HAD USED THE TUTSIS, RWANDA'S ARISTOCRACY, TO ENFORCE THEIR RULE OVER THE HUTU MAJORITY. (DOC 7) THE BELGIANS CREATED THE IDEA THAT THE MINORITY TUTSIS WERE ETHNICALLY SUPERIOR TO THE HUTU MAJORITY. ALL PRIVILEGES SUCH AS HIGH-RANKING JOBS AND

SOCIAL ACCEPTANCE, WERE GIVEN TO THE TUTSIS. THIS CAUSED VERY HIGH TENSIONS BETWEEN BOTH GROUPS. IN THE LATE 50'S AND EARLY 60'S, THE HUTUS REBELLED AND SEIZED POWER OF THE GOVERNMENT. WITH THEIR NEW POWER, THE HUTUS CREATED AN UNFAIR SYSTEM WHERE THEY RULED AND THE TUTSIS WERE ABUSED. THE TUTSIS FLED AND SET UP AN ARMY CALLED THE RWANDAN PATRIOTIC FRONT. THEY THEN BEGAN ATTACKS AGAINST THE HUTU WHICH MADE THE TENSIONS EVEN WORSE. BY THE 1900S THERE BEGAN A MASSACRE OF TUTSIS AND HUTUS WHO OPPOSED THEIR POWER. FILLED WITH FEAR, ABOUT THREE MILLION TUTSIS FLED RWANDA INTO NEIGHBORING COUNTRIES. (DOC 9) THE HUTUS THAT WERE IN POWER PROMOTED THE KILLINGS OF THEIR ENEMIES THROUGH THE GOVERNMENT-RUN RADIO AND PRIVATE NEWSPAPERS. (DOC 8) IT IS ESTIMATED THAT ABOUT ONE MILLION PEOPLE WERE KILLED WITHIN ONE HUNDRED DAYS. MANY RWANDANS THAT FLED WERE FORCED TO RETURN TO RWANDA BECAUSE OF WAR IN THEIR NEIGHBORING COUNTRIES THAT THEY HAD FLED TO. IN RETROSPECT, MANY GROUPS OF PEOPLE

HAVE BEEN EXTERMINATED BECAUSE OF THEIR RELIGION OR ETHNICITY. THE GOVERNMENTS RULING OVER THE PEOPLE BEING KILLED ARE MAINLY THE CAUSE OF THE MURDERS IN THE FIRST PLACE. HUMAN RIGHTS HAVE BEEN DENIED AND UNFORTUNATELY PROBABLY WILL BE ONCE AGAIN IN THE FUTURE.

Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth for Cambodians and Rwandans
- Is more descriptive than analytical (*Cambodians*: Khmer Rouge used the bombings' devastation as recruitment propaganda and as an excuse for Pol Pot's brutal, radical policies and his purge of moderate communists and others; Pol Pot isolated Cambodia so he could return to Year Zero; Pol Pot was trying to reverse all Western agricultural and industrial advances; *Rwandans*: Belgians created the idea that minority Tutsis were ethnically superior to the Hutu majority; with their new power, the Hutus created an unfair system where they ruled and the Tutsis were abused)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Cambodians*: Khmer Rouge was also known as Red Khmer; Pol Pot mainly went after intellectuals and those who opposed his rule; Pol Pot's idea of a threat included people with any connection to foreigners, people who were educated, people who had lived in cities, or just people who disagreed with him; a main goal of Pol Pot was to return Cambodia to the way it was during its Golden Age; *Rwandans*: high-ranking jobs and social acceptance were given to the Tutsis; one million were killed in one hundred days)
- Includes some relevant facts, examples, and details (*Cambodians*: some examples of Khmer Rouge policies included countryside collectivization, cities being forcibly emptied, and use of mass grave sites; Pol Pot vandalized statues of Buddha and artwork; Pol Pot also tried to get rid of any foreign influences by closing schools, kicking out foreigners, not accepting any economic or medical assistance, and closing down embassies; *Rwandans*: in the late 1950s and early 1960s, the Hutus rebelled and seized power of the government; Tutsis set up an army called the Rwandan Patriotic Front and began attacks against the Hutu; Hutus who were in power promoted the killings of their enemies through the government-run radio and private newspapers; many Rwandans were forced to return because of the war in the neighboring countries)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states many groups of people have been exterminated because of their religion or ethnicity

**Conclusion:** Overall, the response fits the criteria for Level 3. Inclusion of some outside historical information, especially in the discussion of Cambodia, strengthens the development of the theme. However, the development of the denial of human rights in Rwanda relies heavily on the documents.

Throughout the history of the world, the governments of some countries have adopted policies which result in the genocide of a certain group of people. Two countries where this has occurred are Cambodia and Rwanda. Cambodia, where the genocide occurred during the 1970's, was led by Pol Pot and the Communist Khmer Rouge, who slaughtered millions of their own citizens. Rwanda, where the genocide occurred during the 1990's, was led by Hutus, who oppressed their rival group, the Tutsis.

Under leader Lon Nol, Cambodia faced bombings by the United States and simultaneous invasions by Saigon and Vietnamese communist forces. (Doc 4) Rural Cambodia was bombed, and from its ashes rose Pol Pot and the Communist regime of the Khmer Rouge. The Khmer Rouge tortured or killed those whom they thought were political dissidents, which resulted in the deaths of many Cambodian citizens. (Doc 5) As a result of the Cambodian genocide, many mass graves were established. The Khmer Rouge was eventually removed from power in Cambodia, but they still exist today.

During the days of colonialism, Rwanda was placed under Belgian rule. The Belgians treated the Tutsis, who were Rwanda's aristocracy, like they were a master race over the Hutus, who were treated as an inferior race. (Doc 7) When the Belgians left Rwanda, the Hutus wanted payback. They began to massacre the Tutsis, until the Tutsi led rebel army, which was called the Rwandan Patriotic Front, forced Hutu president Juvénal Habyarimana to have peace talks. However,

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

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after the Hutu president was assassinated, the Hutu officials who took power urged fellow Hutus to "Find enemies (Tutsis) and kill them". (Doc 8)

This resulted in many refugees, who fled into other parts of the world and caused the world's worst ever refugee crisis. (Doc 9a)

Cambodia under the Khmer Rouge and Rwanda under the Hutus are examples of countries who adopted policies that resulted in genocide.

The results of these genocides should be a lesson to the world, a lesson in why genocide should be prevented in the future.

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### Anchor Level 2-A

#### The response:

- Minimally develops all aspects of the task for Cambodians and Rwandans
- Is primarily descriptive (*Cambodians*: the Khmer Rouge slaughtered millions of their own citizens; from the ashes of the bombings rose Pol Pot and the communist regime of the Khmer Rouge; *Rwandans*: the Belgians treated the Tutsis like they were a master race over the Hutus who were treated as an inferior race; when the Belgians left Rwanda, the Hutus wanted payback; many refugees fled into other parts of the world and caused the world's worst ever refugee crisis)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Cambodians*: the Khmer Rouge tortured or killed those whom they thought were political dissidents; the Khmer Rouge was eventually removed from power, but they still exist today)
- Includes some relevant facts, examples, and details (*Cambodians*: the genocide was led by Pol Pot and the communist Khmer Rouge; under the leader Lon Nol, Cambodia faced bombings by the United States and simultaneous invasions by Saigon and Vietnamese Communist forces; *Rwandans*: genocide was led by the Hutus, who oppressed their rival group, the Tutsis; during the days of colonialism, Rwanda was placed under Belgium rule; the Tutsi-led rebel army, which was called the Rwandan Patriotic Front, forced Hutu President, Juvenal Habyarimana, to have peace talks; after the Hutu president was assassinated, the Hutu officials who took power urged fellow Hutus to find enemies and kill them)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The limited treatment of Cambodia is strengthened by some relevant outside information. General statements about Rwanda accurately address the task, but the lack of explanation detracts from the effort.

Many events in history have resulted in the mass killing, or genocide, of a specific religious or ethnic group. In both, Ukraine and Rwanda, millions of people have been murdered because of a specific policy or action set in place by the government. Ukrainians' rights were stripped away by Stalin's oppressive government. Rwandans have been massacred because of the ongoing struggle of power between the Hutus and the Tutsis. Both instances of genocide have resulted in unnecessary death and destruction of the society.

~~Ukrainian~~ Ukrainian people had always been very independent and self-reliant. So, when Stalin took control of the Soviet Union, they refused to follow his new policies of collectivization. When Stalin tried to industrialize, they refused to move away from their rural culture. And when he wanted to end private ownership of land, they refused to give up their land. (doc. 1) Their stubborn behavior led Stalin to create new laws which banned the

delivery of goods into their villages (Doc. 2)  
This kind of delivery of goods caused a  
mass starvation of the Ukrainian people  
and led to the death of millions of  
innocent people. (Doc 3)

Genocide also occurred in Cambodia  
as a result of the power struggle between  
the Hutus and the Tutsis. When the  
Belgians invaded Cambodia, they appointed  
the Tutsis as the superior ethnicity.  
(Document 7). After some time of living  
under the ~~oppressive~~ and unfair  
Tutsi government, the Hutus rebelled  
and took control, but when the  
Hutu president was assassinated, the organized  
mass killing of Tutsis by the Hutus  
began (Doc 8). The murder of the Tutsis  
caused many of them to flee the country  
in search of safety in neighboring countries,  
creating the worst refugee crisis ever.  
This resulted in the beginning of the  
world's biggest relief effort. (Doc 9.)

In many cases of genocide, the mass  
murder of a specific group of people

was the result of an oppressive government which killed anybody opposed to ~~it~~ it. Often, the genocide has many lasting consequences which leave the ~~world~~ world with a mess of problems to ~~now~~ take care of.

**Anchor Level 2-B**

**The response:**

- Minimally develops all aspects of the task for Ukrainians and Rwandans
- Is primarily descriptive (*Ukrainians*: their rights were stripped away by Stalin's oppressive government; they had always been very independent and self-reliant; their stubborn behavior led Stalin to create new laws that banned the delivery of goods into their villages; the ban on the delivery of goods caused a mass starvation of the Ukrainian people; *Rwandans*: have been massacred because of the ongoing struggle of power between the Hutus and Tutsis; the murder of the Tutsis caused many of them to flee the country in search of safety in neighboring countries, creating the worst refugee crisis ever)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Ukrainians*: when Stalin took control of the Soviet Union, Ukrainians refused to follow his new policy of collectivization; when Stalin tried to industrialize, they refused to move away from their rural culture and when he wanted to end private ownership of land, they refused to give up their land; *Rwandans*: Belgians appointed Tutsis as the superior ethnicity; when the Hutu president was assassinated, the organized mass killings of Tutsis by the Hutus began); includes an inaccuracy (*Rwandans*: Belgians invaded Cambodia)
- Demonstrates a general plan of organization; includes an introduction that summarizes the reasons for the genocides in Ukraine and Rwanda and a conclusion that states genocide has many lasting consequences

**Conclusion:** Overall, the response fits the criteria for Level 2. Although Rwanda is referred to as Cambodia in several places, relevant information selected from the documents communicates some knowledge of the genocides in Ukraine and Rwanda and the serious effects of genocide.

Throughout history many groups have been denied human rights. Huge tragedies have occurred because of it like genocide. One example is in Cambodia. Another example is in Rwanda.

During the Vietnam war Cambodia was bombed by the US because they thought Vietnam soldiers were hiding there (Doc 4) because of this Pol Pot came to power in Cambodia (Doc 4). Pol Pot was an evil person. Anyone viewed as a threat was tortured, imprisoned and/or executed (Doc 6). He did this to many people. Schools became head quarters of the Khmer Rouge and they killed and buried people in the school yards (Doc 6). As a result millions were killed and many people fled the country. Also people were indoctrinated and brain washed by the Khmer Rouge. What happened in Cambodia is known as a genocide.

Another genocide happened in Rwanda. Before this happened the Tutsis were the master race and the Hutus were the inferior race (Doc 7). The Hutus rebelled and took control of the government (Doc 7). Hutu officials who took over the government organized the murders of the Tutsis (Doc 8). Many Tutsis were killed in a short

amount of time or they fled to neighboring countries. (Doc 9). There were many refugee camps in these countries which created the world's worst ever refugee crisis (Doc 9).

The denial of human rights in Cambodia and Rwanda has had huge effects on the world and that country. Millions of people were killed that should have lived because of these genocides. As a result the people in charge of these genocides have been taken care of.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task for Cambodians and Rwandans
- Is primarily descriptive (*Cambodians*: Pol Pot was an evil person; *Rwandans*: many Tutsis were killed in a short period of time or they fled to neighboring countries; there were many refugee camps in neighboring countries, which created the world's worst ever refugee crisis)
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Cambodians*: during the Vietnam War, Cambodia was bombed by the United States because they thought Vietnam soldiers were hiding there; people were indoctrinated and brainwashed)
- Includes relevant facts, examples, and details (*Cambodians*: Pol Pot came to power in Cambodia because of the Vietnam War; anyone viewed as a threat was tortured, imprisoned and/or executed; schools became headquarters of the Khmer Rouge and they killed and buried people in the schoolyards; *Rwandans*: the Tutsis were seen as the master race and the Hutus were seen as the inferior race before the genocide; the Hutus rebelled and took control of the government; Hutu officials who took over the government organized the murders of the Tutsis)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief statements based on document information address each aspect of the task. Historic facts are used to generate simplistic conclusions that illustrate the tragedy of genocide.

In history, governments have adopted policies or have taken actions that have contributed to the refusal of human rights to certain minorities. Some groups that were included are Ukrainians, ~~Ukrainians~~ and Rwandans. This denial of human rights ~~was~~ has had a great impact on the region in which it occurred. Also as an international community!

Ukrainians were known as a threat to many ~~peop~~ groups of people. In doc. 1, it states that the Ukrainian people were a threat to Stalin's power. They were ~~the~~ fiercely independent. There was a great Famine - Genocide in Ukraine. In doc. 3, it says Millions of innocent humans were murdered. Also that it slowed the natural evolution of Ukrainian nationhood.

Another group of people denied human rights were ~~the~~ Rwandans. In Rwanda the first "master" race was Tutsis, and the "inferior" race were Hutus. In doc. 7, It says The Hutus became the majority of Rwanda, and Tutsis' ~~is~~ got mad, went to other

countries to start a guerilla army.  
~~To~~<sup>The</sup> Tutsis fled back to Rwanda  
and had peace talks with Habyarimana  
until he signed the peace treaty. The  
Tutsis were not liked by the Hutus.  
In doc. 8, it stated the Hutus planned  
to murder all of the Tutsis.

Different governments adopted  
different policies. Some treated people  
equally and other policies denied people  
human rights. The denial of human  
rights affected many minorities.

Anchor Level 1-A

**The response:**

- Minimally develops some aspects of the task for Ukrainians and Rwandans
- Is descriptive (*Ukrainians*: were a threat to Stalin’s power; fiercely independent; the Great Famine-Genocide slowed the natural evolution of Ukrainian nationhood; *Rwandans*: the first “master” race was Tutsis and the “inferior” race was Hutus; the Hutus planned to murder the Tutsis); lacks understanding and application (*Ukrainians*: were known as a threat to many groups of people)
- Consists primarily of relevant information copied from documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Ukrainians*: millions of innocent humans were murdered; *Rwandans*: Hutus became the majority of Rwanda; Tutsis went to other countries and started a guerilla army; Tutsis fled back to Rwanda and peace talks with Habyarimana until he signed a peace treaty)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Although the impact of the denial of human rights on Rwanda is not mentioned, a few accurate statements are used to address the other aspects of the task for both groups. Weak development of copied document information demonstrates a limited understanding of human rights violations in Ukraine and Rwanda.

Each and every human has rights as soon as they are born. Some of these rights are no human by any means deserves to be tortured, starved and has the right to self defence. These two countries have ~~not~~ not been ~~following~~ following the rules. Rwanda and Ukraine are two places where you don't want to live.

In Rwanda, there are two specific ethnic groups. The Hutus and the Tutsis. The Hutus think that they are the dominant ethnic group so they end up ruling most of Rwanda and they want to get rid of ~~the~~ the lesser race of the two ~~and~~ so they start killing of the Tutsis and start a mass genocide in Rwanda.

In Ukraine, when Stalin came to power he tried taking over Ukraine and by doing that he realized the Ukrainian people were stronger than he thought. When the great famine-genocide occurred

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

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Millions of people died and Ukraine was abandoned to be a wasteland.

Those two Countrys were left to die and suffer for thum selfs. This led to many problems going against human rights.

**Anchor Level 1-B****The response:**

- Minimally develops some aspects of the task for Rwandans and Ukrainians
- Is descriptive (*Rwandans*: the Hutus thought that they were the dominant ethnic group so they ended up ruling most of Rwanda and they wanted to get rid of the lesser race, so they started killing the Tutsis); lacks understanding and application (*Ukrainians*: when Stalin came to power, he tried taking over Ukraine)
- Makes vague, unclear references to documents 1, 3, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Rwandans*: the Hutus started a mass genocide in Rwanda; *Ukrainians*: when the Great Famine-Genocide occurred, millions of people died); includes an inaccuracy (*Ukrainians*: Ukraine was abandoned to be a wasteland)
- Demonstrates a general plan of organization; includes an introduction that includes a definition of human rights and a vague conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The historical circumstances and the policies that contributed to the denial of human rights in Rwanda and Ukraine are stated in a way that makes it difficult to determine if real understanding of the documents has been achieved. However, the inclusion of the definition of human rights in the introduction demonstrates some understanding of human rights violations.

The governments of Cambodia and Rwanda have both in the past, adopted policies that have denied human rights to certain groups. Both nations suffered terribly from the evils of discrimination and hate. Their suffering would have a huge impact on not only their regions, but the world as well.

In the 1970's Cambodia was ruled by Lon Nol, (document 4). Under his leadership Cambodia's frontier with Vietnam began to breakdown. United States bombardment as well as invasions by Saigon and Vietnamese communists displaced thousands, and the country was in ruins. Pol Pot would use this devastation as recruitment propaganda arguing that Lon Nol couldn't keep the people of Cambodia safe. He said that Lon Nol was supported by western powers who did not have the Cambodian's welfare at heart. Thus the Khmer Rouge gained support. Pol Pot rose to supreme power quickly and the results were disastrous. Since the Khmer Rouge soldiers were heavily indoctrinated, they had no qualms about denying Cambodians their basic rights, (document 5). Any one viewed as a threat was tortured, imprisoned or executed. Included were people who had been helped by the western powers such as former government workers, religious leaders, and urban dwellers. Anyone who looked educated, such as those who wore glasses, was targeted. Pol Pot used propaganda to instill loyalty in the people.

who were left and to keep them oppressed. As a result of Cambodia's horrible genocide the country was virtually destroyed, (document 6). Buddhist temples were turned into prisons, and schoolyards had become mass grave sites. Cambodia was in economic and social ruins. Pol Pot actually accomplished what he set out to do. He pushed Cambodia back to year zero. He disrupted trade, agriculture, and learning. Technology was lost and economic growth was halted. Even after he lost power, many people were so frightened that these conditions would return that they were afraid to invest in the country and its future.

When Rwanda was just a small colony, the Belgians used a group of people called Tutsis to enforce Belgian rule over the majority Hutu population, (document 7). The Tutsis were considered a "master race" according to the Belgians and they were given special privileges. Under this system the Hutus were treated like slaves. However, when the Hutus rebelled and seized their independence in the 1950s and 1960s everything changed. The Hutus imposed an apartheid-like system in reverse; oppressing the Tutsis horribly. The Tutsis faced discrimination and violence. After the assassination of the Rwandan president, radical Hutu officials took over the government and things intensified, (document 8). The government organized the

murders of tutsis nation-wide; spurring on the hate and anger by using the media. This genocide had a very large impact on Rwanda, and the world. Almost one million innocent people were killed in this blood bath, many by machetes and clubs. More than three million more were forced to flee the nation; creating the world's worst ever refugee crisis, (document 9). After the radical Hutus were driven out of power, a new government was eventually established. People returned from the refugee camps but faced a problem. They had to live with the Hutus, many of whom had participated in the genocide. The UN set up tribunals to try high-level Hutu officials and local tribal councils sanctioned some of the people involved in the genocide. Still the wounds are there. Those who were mistrusted lost relatives, and were otherwise affected, and some are still having a difficult time reconciling with the past.

Hate and prejudice, as well as unjust policies can lead directly to the denial of human rights. This terrible mechanism can be applied to both Cambodia and Rwanda. The genocides carried out in these two poor countries had large impacts on not only their regions, but the entire world. These terrible crimes against humanity must not be allowed to continue; they need to be stopped once and for all.

The world is an unforgiving place. Throughout man's history, established rule has continued to single out and oppress the minorities and lower class/peasants. Both the Ukrainians and Rwandans, during their darkest hours, have been denied human rights. Through agricultural policies and racism, resulting in famine-genocides and mass murder, respectively. Though both resulted in human rights violations, neighboring countries reacted differently.

The Ukrainians, during the early to mid 1900's had been denied the human rights to keep their food and land which led to massive planned famine by the Soviet government. Stalin desired to bolster the power of the Soviet nation by industrializing at the expense of the Ukrainians' farmlands and props. (doc. 1) Revolutionary behavior came from the desire of the Ukrainians to keep their food and props. They killed their own livestock and burned their props. Stalin became angry that the Ukrainians would dare to oppose him and put strict restrictions on the Ukrainian food supply. This led to insufficient food to feed the Ukraine, leaving mass famine in the Ukraine. (doc. 2) The Ukrainians were therefore denied the right to live, for with inadequate food supplies, they were drained of resources and allowed to starve. Consequently 4 to 10 million Ukrainians starved, and the situation resulted in a change in the mindset of the survivors. Alcoholism became commonplace and individualism was dashed. Ukrainian nationalism was lost for many years because the heart and soul of their people was crushed by Stalin's policies in the famine. (doc. 3)

Though the Ukrainians mostly died as a result of agricultural policy, the end of the 1900's once again showed that racism and hatred of diversity had not been ended. When Rwanda was a colony of Belgium, it had developed

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Document-Based Essay—Practice Paper – B

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an aristocratic mindset, where race and power was divided. The Tutsi had been like feudal lords, ruling over the Hutu laborers. Once a free nation, however, the Hutu ~~lusted~~ <sup>lusted</sup> for greater power over the Tutsis. The Tutsis had previously denied the people of Hutu origin rights of equality, for they believed themselves to be racially superior. When the Hutu took over however, they wanted to reverse this racist, feudal, and unfair system developed by the Belgians and promoted by the Tutsis. Starting in the mid 1990's, they began to use violent methods to exert their power, much like ~~that~~ of the Nazi Germans did to the Jews of The Holocaust, which had concluded nearly 50 years previous to Rwanda's conflict. The Hutu used propoganda and advocated for the murder of Tutsis. (doc. 8) Not just the army but ordinary people killed Tutsis with any weapons they could find. The Conclusion of this genocide was brought by the Rwandan Patriotic Front. When they defeated the radical Hutu government.

Man has often needed to dominate one another, whether they are "lesser races" or simply rebels. The Ukrainians and Rwandan ~~pe~~ people were denied their rights and revolted when their oppressors saw the need to exert their control. The people were specifically targeted by their rulers, whether Soviets or Hutus, to serve the state, resulting in millions of deaths and chaos that even spread to neighboring places. Genocide and denial of rights has continued through the ages, and still continues today, which must be stopped, for the betterment of humanity.

The Ukrainians and Cambodians have been denied human rights. The denial of human rights have been denied impacted the country. Also, as well as the international community.

Ukrainians wanted human rights, but unfortunately they got denied. The Ukrainians are from Ukraine. Also, the Cambodians wanted human rights, but again got denied. Human Rights is when humans have the right to say or have any little chance of doing anything and that is what Ukraine and Cambodia wanted. They wanted so every human has rights in what they believe in.

In conclusion, the Ukrainians and Cambodians all wanted one thing: Human Rights and they both got denied for trying to get it for the people, but didn't succeed.

Throughout history, certain groups of people have been denied the basic human rights. The denial of these rights has impacted a certain area, as well as internationally. Two of these groups are the Rwandans as well as the Ukrainians.

Both the Rwandans and the Ukrainians were denied their human rights. In Rwanda, the Tutsis were taught that they were superior to the Hutus. The Hutus eventually took control and oppressed the Tutsis through "apartheid-like movements (doc. 7). The Ukrainians however were very independent, while Stalin wanted to begin to build industry, and Stalin thought they were "a threat to the revolution." (doc. 1). The actions in both countries showed rights being denied for both groups.

Actions began to be taken against the groups, showing the denial of rights. The Hutus organized massive killings. They were organized through radio and private newspapers (doc. 8). The bodies were not buried, and were often not even moved off the street. The escaping Tutsis were often shot by the Hutus. In Ukraine, Stalin stated that the Ukrainians were planning sabotage. The offending towns would not have any goods delivered to them, and all goods available in the stores would be taken (doc. 2). Propaganda was used to show that the Ukrainians were evil and

trying to oppose the government. In Rwanda and the Ukraine, human rights were being denied for both the Tutsis and the Ukrainians.

This denial also had an impact on the region that the oppression took place. The Tutsis were trying to escape being murdered, but were often killed when attempting to escape. In the countries surrounding Rwanda, including Tanzania, Burundi, and the Congo, refugees stayed. Camps for the refugees were often in the mountains. There were almost 2.4 million refugees (doc. 9). The number of refugees must have caused economic difficulties in the countries with refugees, because they have to support sometimes over a million people. In the Ukraine, famines killed up to 10 million people. Ukrainian advancement was slowed. The values of hope, individualism and hard work disappeared. Instead, there was fear, apathy, and alcoholism (doc. 3). The devastation of both the Tutsis and Ukrainians impacted the regions around where they lived.

The Rwanda Tutsis as well as the Ukrainians had their basic rights taken. Stalin and the Hutus used fear from others to help their power rise. The oppression that has occurred for these people has happened through history has gone unchecked, but now it needs to end and save people's human rights.

Throughout history, certain regions have had groups which were denied human rights. No matter when this occurred, the results are felt by everyone in each group. In Cambodia, Pol Pot and his Khmer Rouge denied human rights around the entire country. ~~And~~ In Rwanda, the Hutus and the Tutsis have been denying human rights for years. ~~And~~ And the effects are still felt today.

Cambodia, located in Southeast Asia, was affected during the Vietnam War. In May, 1970, U.S. forces invaded and bombed Cambodia, causing many people to be displaced from their homes. Pol Pot's Communist Party of Kampuchea used the bombing's devastation as ~~an excuse~~ <sup>an excuse</sup> for its brutal radical policies (Doc. 4). ~~Pol Pot~~ Pol Pot then ~~used~~ used his private army, a group called the Khmer Rouge to terrorize and kill many Cambodians. Anyone thought to be against him, or thought to be "untrainable" was killed. He rejected any western ideas, and people feared for their lives. (Doc. 5). Through his policies, Pol Pot killed an estimated 6 million Cambodians. This denial of human rights for Cambodian people has led to a devastated country, and the people are greatly affected by his reign of terror.

even today. Someone has said about the situation:  
"School yards were turned into killing fields" (Doc. 6).

In Rwanda, there are two main ethnic groups, the Hutus (majority) and Tutsis (minority). Under colonial rule ~~of~~ from Belgians, Tutsis were considered a master race. Like in South Africa, an Apartheid-like system was imposed, with all privileges going to Tutsi minority, and almost none to Hutus (Doc. 7). Hutu officials who took over the government used the press to order nationwide killings of Tutsis ~~and Hutus~~ (Doc. 8). This led to a massacre of many Tutsis and ~~Tutsis~~ even Hutus who did not support the government (Doc. 9). This denial of human rights has led to many Rwandans living in refugee camps or in other countries around the world. This led to the world's worst ever refugee crisis, which caused the West to launch the largest aid effort in history (Doc. 9a + 9b).

These two regions are not the only areas affected by human right violations. But they were two that were greatly affected. And their effects are still felt today.

## Practice Paper A—Score Level 4

### The response:

- Develops all aspects of the task for Cambodians and Rwandans
- Is both descriptive and analytical (*Cambodians*: under Lon Nol’s leadership, Cambodia’s frontier with Vietnam began to break down; Pol Pot and the Khmer Rouge gained support quickly and the results were disastrous; Pol Pot used propaganda to instill loyalty in the people who were left and to keep them oppressed; Pol Pot pushed Cambodia back to Year Zero; *Rwandans*: under the Belgian system, Hutus were treated like slaves; Tutsis were considered a master race according to the Belgians and they were given special privileges; radical Hutus spurred on hate and anger by using the media; almost one million people were killed in the bloodbath)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Cambodians*: Pol Pot argued that Lon Nol could not keep the people of Cambodia safe because he was supported by Western powers who did not have Cambodia’s welfare at heart; Khmer Rouge soldiers were heavily indoctrinated and had no qualms about denying basic rights; anyone who looked educated, such as those who wore glasses, was targeted; Pol Pot disrupted trade, agriculture, and learning; even after Pol Pot lost power, many people were so frightened that these conditions would return they were afraid to invest in the country and its future; *Rwandans*: many were killed by machetes and clubs; after radical Hutus were driven out of power, a new government was eventually established; people returned from refugee camps but had to live with Hutus, many of whom had participated in the genocide; those who were mistreated lost relatives and some are still having a difficult time reconciling with the past)
- Supports the theme with relevant facts, examples, and details (*Cambodians*: United States bombardment as well as invasions by communists displaced thousands; Pol Pot used devastation of the country as recruitment propaganda; anyone viewed as a threat was tortured, imprisoned, or executed; Buddhist temples were turned into prisons and schoolyards became mass grave sites; *Rwandans*: Belgians used Tutsis to enforce their rule over the majority Hutu population; Hutus imposed an apartheid-like system in reverse; after the assassination of the president, radical Hutu officials took over the government and organized the murders of the Tutsis nationwide; the United Nations set up tribunals to try high level Hutu officials and local tribal councils sanctioned some of the people involved in the genocide)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states hate and prejudice as well as unjust policies can lead directly to terrible crimes against humanity

**Conclusion:** Overall, the response fits the criteria for Level 4. Some analytical statements and good historic outside information effectively connect relevant facts and examples to the task, especially in the discussion of Cambodia.

## Practice Paper B—Score Level 3

### The response:

- Develops most aspects of the task with little depth for Ukrainians and Rwandans
- Is more descriptive than analytical (*Ukrainians*: were denied the right to keep their food and their land which led to a massive planned famine by the Soviet government; Stalin desired to bolster the power of the Soviet nation by industrializing at the expense of Ukrainian farmlands and crops; revolutionary behavior came from the desire of Ukrainians to keep their land and crops; Stalin became angry that they would oppose him and put strict restrictions on the Ukrainian food supply; starvation of millions of Ukrainians resulted in a change in the mindset of the survivors; Ukrainian nationalism was lost for many years because the heart and soul of the their people was crushed by Stalin’s policies; *Rwandans*: when Rwanda was a colony of Belgium, it had developed an aristocratic mindset where race and power were divided; once Rwanda was a free nation the Hutu lusted for greater power over the Tutsis; Tutsi had previously denied the people of Hutu origin rights of equality for they believed themselves to be racially superior; not just the army but ordinary people killed Tutsis with any weapons they could find)
- Incorporates some relevant information from documents 1, 2, 3, 7, and 8
- Incorporates limited relevant outside information (*Ukrainians*: killed their own livestock and burned their crops; *Rwandans*: the Tutsi had been like feudal lords ruling over the Hutu laborers; Hutus used violent methods to assert their power, much like Nazi Germany did to the Jews in Holocaust)
- Includes some relevant facts, examples, and details (*Ukrainians*: insufficient food led to mass famine in Ukraine; alcoholism became commonplace and individualism was dashed; *Rwandans*: the Rwandan Patriotic Front defeated the radical Hutu government)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions how famine genocide in Ukraine and mass murder in Rwanda resulted in different reactions from neighboring countries and a conclusion that uses experiences of Ukrainians and Rwandans as examples of genocide that must be stopped for the betterment of humanity

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the impact of the denial of human rights in Rwanda is not addressed, description and interpretation of document information create an adequate discussion. The comparison of Hutu methods to Nazi Germany’s methods offers an opportunity for discussion, but the idea is not developed.

## Practice Paper C—Score Level 0

### The response:

Fails to develop the task; refers to the theme in a general way

**Conclusion:** Overall, the response fits the criteria for Level 0. The statement that both Ukrainians and Cambodians wanted human rights and were denied those rights is accurate. However, the effort to address any aspect of the task is unsuccessful.

## Practice Paper D—Score Level 3

### The response:

- Develops all aspects of the task in little depth for Rwandans and Ukrainians
- Is more descriptive than analytical (*Rwandans*: the Tutsis were taught that they were superior to the Hutus; Hutus eventually took control and oppressed the Tutsis through apartheid-like actions; *Ukrainians*: Stalin wanted to begin to build industry and thought they were a threat to the revolution; propaganda was used to show that they were evil and trying to oppose the government; Ukrainian advancement was slowed; values of hope, individualism, and hard work disappeared; instead there was fear, apathy, and alcoholism); includes faulty and weak application (*Rwandans*: camps for refugees were often in the mountains)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Rwandans*: bodies were not buried and were often not even moved off the street; Tutsis were trying to escape, but were often killed; number of refugees must have caused economic difficulties in the countries with refugees because they have to support sometimes over one million people)
- Includes some relevant facts, examples, and details (*Rwandans*: Hutus organized massive killings through radio and private newspapers; refugees stayed in the countries surrounding Rwanda, including Tanzania, Burundi, and the Congo; *Ukrainians*: Stalin stated that they were planning sabotage; offending towns would not have any goods delivered to them and all goods available to the stores would be taken; famines killed up to ten million people)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Stalin and the Hutus used fear from others to help increase their power

**Conclusion:** Overall, the response fits the criteria for Level 3. Although accurate information is used, the historical progression of events is lost in the simultaneous treatment of both groups. The strength of the response lies in the number of descriptive facts, examples, and details employed in the discussion, not in the number of analytic statements.

## Practice Paper E—Score Level 2

### The response:

- Minimally develops all aspects of the task for Cambodians and Rwandans
- Is primarily descriptive (*Cambodians*: in May 1970, United States forces invaded and bombed Cambodia causing many people to be displaced from their homes; Pol Pot’s Communist Party of Kampuchea used the bombing’s devastation as an excuse for its brutal radical policies; Pol Pot rejected any Western ideas; the denial of human rights for Cambodian people led to a devastated country and the people are greatly affected by his reign of terror even today; *Rwandans*: like in South Africa, an apartheid-like system was imposed, with all privileges going to the Tutsi minority and almost none to the Hutus; the denial of human rights led to many Rwandans living in refugee camps; the world’s worst ever refugee crisis caused the West to launch the largest aid effort in history)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Cambodians*: anyone thought to be “untrainable” was killed)
- Includes few relevant facts, examples, and details (*Cambodians*: Cambodia, located in Southeast Asia, was affected during the Vietnam War; Pol Pot used his private army, a group called the Khmer Rouge, to terrorize and kill many Cambodians; *Rwandans*: under Belgian colonial rule, Tutsis were considered a master race; Hutu officials who took over the government used the press to order nationwide killings of Tutsis); includes an inaccuracy (*Cambodians*: Pol Pot killed an estimated 6 million Cambodians)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. While the discussion focuses on document information, the selection of relevant statements and brief explanations demonstrate an understanding of the task.

# Global History and Geography Specifications June 2011

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Technology	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Human Rights; Justice; Conflict; Political Systems; Economic Systems; Culture and Intellectual Life	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 June 2011 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.