

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME  
**1** OF **2**  
MC & THEMATIC

## GLOBAL HISTORY AND GEOGRAPHY

Thursday, June 15, 2017 — 9:15 a.m. to 12:15 p.m., only

### SCORING KEY FOR PART I AND RATING GUIDE FOR PART II (THEMATIC ESSAY)

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

#### Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

#### Multiple Choice for Part I Allow 1 credit for each correct response.

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

## Contents of the Rating Guide

For **Part I** (Multiple-Choice Questions):

- Scoring Key

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**Global History and Geography**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2017**

**Theme: Nationalism—Individuals**

Throughout history, individuals have taken actions in an effort to promote nationalism. Nationalism has caused some individuals to take pride in their people’s culture and it has caused others to seek freedom from foreign rule. Their efforts have met with varying degrees of success.

**Task:** Select *two* individuals who engaged in nationalist efforts and for *each*

- Describe the historical circumstances that caused this individual to lead a nationalist effort
- Discuss how this individual attempted to promote nationalism
- Discuss the extent to which this individual’s effort to promote nationalism was successful

You may use any individual from your study of global history and geography. Some suggestions you might wish to consider include Elizabeth I, Toussaint L’Ouverture, Simón Bolívar, Camillo Cavour, Otto von Bismarck, Sun Yat-Sen (Sun Yixian), Mohandas Gandhi, Kwame Nkrumah, Ho Chi Minh, and Ayatollah Khomeini.

**You are *not* limited to these suggestions.**

**Do *not* use an individual from the United States in your response.**

***Scoring Notes:***

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances that led to a nationalist effort made by *each* of *two* individuals, how *each* individual attempted to promote nationalism, and the extent to which *each* individual’s effort was successful).
2. The historical circumstances that led to each individual’s nationalist efforts may be the same, but the details, facts, and examples will vary, e.g., the historical circumstances related to the efforts of Cavour and Garibaldi in Italy prior to its unification were similar in that they both sought unity of Italian states and wanted to rid Italy of foreign influence.
3. The individual’s attempts to promote nationalism may be similar, but the details, facts, and examples will vary, e.g., both Bismarck and Ho Chi Minh used military force to promote nationalism.
4. The extent to which an individual’s effort was successful may be discussed from any perspective as long as the position taken is supported by accurate historical facts and examples.
5. If more than two individuals are discussed, only the first two individuals may be scored.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to a nationalist effort made by each of two individuals, how each individual attempted to promote nationalism, and the extent to which each individual's effort was successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Toussaint L'Ouverture*: connects the spirit of the American and French revolutions as a mobilizing factor to the ideals of the Haitian Revolution, L'Ouverture's use of his military and communication skills to inspire the Haitian insurgents, the emergence of a sense of national mission, and the unfulfilled aspects of the revolution due to L'Ouverture's untimely capture and death; *Mohandas Gandhi*: connects the widespread dissatisfaction with British rule in India and the global forces that weakened British imperial rule worldwide to how Gandhi's use of civil disobedience succeeded in turning the independence movement into a mass movement, contrasting the success attained in ending British rule to Gandhi's inability to prevent the partition of British India into two states, one primarily a Hindu state and the other primarily a Muslim state
- Richly supports the theme with relevant facts, examples, and details, e.g., *Toussaint L'Ouverture*: Enlightenment; "liberty, equality, fraternity"; Napoleon Bonaparte; Saint-Domingue; enslaved Africans; sugar plantations; guerilla warfare; Jean-Jacques Dessalines; *Mohandas Gandhi*: Indian National Congress; All Muslim League; Muhammad Ali Jinnah; satyagraha; boycotts; strikes; Salt March; quit India movement; border riots; Kashmir
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one individual more thoroughly than for the second individual *or* by discussing one aspect of the task less thoroughly than the others
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Toussaint L'Ouverture*: discusses how conditions of servitude on sugar plantations, a growing knowledge of the ideas associated with the French and American Revolution, and L'Ouverture's leadership skills and talent for military strategy brought about an independence movement that continued after his capture and death; *Mohandas Gandhi*: discusses how the consequences of British imperialism promoted dissatisfaction with British rule, how Gandhi inspired people to participate in protests like the Salt March in an effort to achieve independence, and how the resulting tensions that developed between an independent India and an independent Pakistan became a legacy of independence
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

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

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

\*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.

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

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

Nationalism is a driving force under which a country can unify. There are certain individuals whose actions have promoted nationalism. Many of these individuals wanted independence while others wanted to build powerful empires. Two individuals in History who have been nationalist leaders are Adolf Hitler and Mohandas M. Gandhi. Although these political figures used opposite tactics to achieve a nationalistic goal, they both tried to unify their people toward a common cause.

Adolf Hitler was the leader of the Nazi Party (National Socialist German Workers' Party). He came to power through increasing popular support for the Nazi's. During the 1930's Germany was in a desperate state. Inflation was one of its biggest problems. The treaty of Versailles had left Germany in a crippled state, having to pay reparations, give up their colonies and decrease their military. These were some of the "punishments", Germany received for their role in WWI.

Wanting Germany to be back in a position of power, Adolf Hitler promoted nationalism by encouraging loyalty to the German State. One of the ways he did that is by using Jews as a scapegoat and putting the blame on them for Germany's loss in WWI. The hatred of the Jewish people was promoted through Nazi propaganda which united the people in Germany. Anti-Semitism was promoted and Jews were discriminated against using the Nuremberg laws which denied them their basic rights. When the Holocaust began, Jews were rounded up into ghettos. Many Jews were eventually deported to concentration camps and killed. Adolf Hitler also promoted nationalism by proclaiming the Third Reich and promising the people of Germany that

he would move Germany out of its desperate state and expand its territory. Hitler's promises and deceptive actions promoted nationalism and gave many Germans hope which they accepted.

Hitler's efforts were successful to an extent. His nationalist goal of rebuilding the German Empire was at first successful. He annexed or invaded many territories throughout Europe and promoted German ideals throughout. He strengthened the German military and improved some economic factors. Although some in German society experienced improvements, many other groups faced displacement, marginalization, or death. There were many people who opposed Hitler and the Nazi regime. Resistant fighters did not agree with the Nazi regime and wanted to overthrow it. These resistant fighters were often not very successful because they did not have the weapons or numbers needed to fight the Nazis. However, the United States along with the Allied Powers defeated Hitler and his goal of maintaining the Third Reich. Hitler killed himself and the war left Germany in ruins. In this way, Hitler was unsuccessful in achieving his goal.

Mohandas M. Gandhi is often referred as the "father of India" by the Indian people. Gandhi led nationalistic movements for a free India, an India without British control. India at the time was a colony of the British, because it had the raw materials that were profitable to the British. Raw materials were sent from India to England where they were then manufactured into products that were sent back to India to be sold to the Indian people. The British used Indians for cheap labor and imposed many restrictions on them, angering many of the Indian people who felt they were being exploited.

Mohandas Gandhi attempted to promote Nationalism by acts of

civil disobedience, such as the Salt March and peaceful rallies and protests. Civil disobedience was the idea that laws would be peacefully resisted in hopes of making change. In the example of the Salt March, Gandhi led a walk to the sea to symbolize Indian ownership of salt. His hope was to encourage Indians to produce their own salt and in turn break the British monopoly on salt. Collectively, these events along with actions like boycotts and speeches united Indians in a push to drive out the British.

Gandhi was successful in his primary aim because eventually India got its freedom as an independent nation. However one of his goals was not accomplished. The Muslim and Hindu populations of India failed to remain united as independence approached. As a result, a new Muslim state, Pakistan, was made for the Muslim minority, while the Hindu majority controlled the newly independent India. Conflicts between these countries, especially along border regions and in areas of dispute such as Kashmir have continued to cause suffering. Gandhi's dream of an independent India was achieved, but his dream of a unified India was not.

Hitler and Gandhi were both strong nationalists committed to achieving their goals for both Germany and India respectively. While Hitler committed human rights violations, Gandhi focused on nonviolent means to achieve his goal. Both were successful to some degree and unsuccessful in other ways.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that caused Adolf Hitler and Mohandas Gandhi to lead a nationalist effort, how these individuals attempted to promote nationalism, and the extent to which these individuals' efforts to promote nationalism were successful
- Is more analytical than descriptive (*Adolf Hitler*: Treaty of Versailles left Germany in a crippled state, having to pay reparations, give up their colonies, and decrease their military; wanting Germany to be back in a position of power, Adolf Hitler promoted nationalism by encouraging loyalty to the German state; the hatred of the Jewish people was promoted through Nazi propaganda, which unified the people in Germany; Hitler promoted nationalism by promising the people of Germany that he would move Germany out of its desperate state and expand its territory; although some in German society experienced improvements, many other groups faced displacement, marginalization, or death; *Mohandas Gandhi*: India was a colony of the British because it had the raw materials that were profitable to the British; British used Indians for cheap labor and imposed many restrictions on them, angering many who felt exploited; Gandhi attempted to promote nationalism by acts of civil disobedience; his hope was to encourage Indians to produce their own salt and break the British monopoly on salt; conflicts between Pakistan and India, especially in border regions and areas of dispute, have continued to cause suffering)
- Richly supports the theme with relevant facts, examples, and details (*Adolf Hitler*: inflation; scapegoats; World War I; anti-Semitism; Holocaust; resistance fighters; Nuremberg laws; ghettos; concentration camps; *Mohandas Gandhi*: father of India; Salt March; peaceful rallies; protests; boycotts; independence; Kashmir); includes a minor inaccuracy (*Mohandas Gandhi*: Mohandas M. Gandhi)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Examples of causation highlight parallels between the historical circumstances and efforts of Hitler and Gandhi. The strength of the response is the well-placed historical details which demonstrate a depth of knowledge.

Nationalism can be defined as a belief that one's nation is superior to others. Nationalism has increased some individual's pride in their people's culture and also caused others to seek independence from their oppressors. These efforts have met with different degrees of success. Two leaders who have taken actions in an effort to promote nationalism are Mohandas Gandhi and Adolf Hitler.

Both Mohandas Gandhi and Adolf Hitler were inspired to take efforts in promoting nationalism. This was due in part to the historical circumstances in each of their nations. Mohandas Gandhi was inspired to work toward India's independence because of his discontent with the foreign rule of Britain. Mohandas Gandhi was appalled that the British undermined traditional Indian culture and customs. Mohandas Gandhi witnessed the impact of British imperialism both in South Africa and in his homeland. The British imposed Western ideals on the people of India including Western style education and the English language. As Christians, the British showed little regard for the Hindu and Muslim faiths that dominated India. Adolf Hitler was motivated to take action in promoting nationalism partly because of Germany's economic and governmental problems. Germany had been blamed for the start of WWI. The Treaty of Versailles forced Germany to pay for war reparations, which put the country in a terrible economic state. In the 1930s, Germany along with many other nations was struggling with an economic depression. Families were faced with unemployment as well as the inability to afford food and consumer goods. By gaining control of the German government, Adolf Hitler was empowered to change Germany's situation and improve their place in the world. He

did this by appealing to the German people's sense of nationalism.

Mohandas Gandhi and Adolf Hitler attempted to promote nationalism in different ways. Mohandas Gandhi promoted a non-violent approach to win India's independence. Mohandas Gandhi organized marches and protests that would get the world to pay attention and put pressure on the British. For example, Gandhi led the Salt March gaining the attention of the international community. In doing so, he made the point that the British could not monopolize the salt industry, especially as it was a product produced directly from the Indian seas. He also gave many speeches and wrote many articles supporting the method of resistance known as civil disobedience. Adolf Hitler promoted nationalism by convincing the people that he could take Germany out of their economic slump, and help them regain their status as a power in the world. After he was named Chancellor of Germany, he inspired many to become loyal followers of his Nationalist Socialist German Workers' Party. This new party attempted to instill a pride in a perfect Germany by targeting groups seen by them as flawed. Hitler attempted to rid Germany of all those who were not considered part of the Aryan race. Concentration camps like Auschwitz were constructed, which became places where millions of Jewish people and other minority groups were killed. The Holocaust is considered genocide. Mohandas Gandhi and Adolf Hitler took different paths in their approaches to promote nationalism. Mohandas Gandhi promoted non-violence to change others views, while Adolf Hitler took a more drastic and violent approach to achieve his goals.

The extent of Mohandas Gandhi and Adolf Hitler's success in promoting nationalism varies. Mohandas Gandhi was very successful

in reaching his goal of an independent India. His persistence, and dedication to his nationalistic movement gained India's independence. Mohandas Gandhi inspired many to not stand for British rule, and to show that India was capable of being a strong independent nation. Although India has faced a number of trials and tribulations since independence, Gandhi's work has made the country a player in the world today. India has developed industry and a strong government since the British left. Adolf Hitler was also successful in his spreading of nationalism though he failed ultimately to achieve his goals. Sadly, millions of Jews and others were killed because of Hitler's program of genocide. Adolf Hitler's violent nationalistic policies resulted in an enormous amount of bloodshed. Hitler's dream of rebuilding the German Empire failed in his defeat in WWII. Ultimately, Hitler committed suicide and some Nazi's were held accountable for their role in the Holocaust during the Nuremberg Trials.

The two nationalistic leaders Mohandas Gandhi and Adolf Hitler had a powerful effect on their nations. While Gandhi led a peaceful movement against British oppression, Hitler led a nationalist movement in which the Nazi's became the oppressors of minority groups.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that caused Mohandas Gandhi and Adolf Hitler to lead a nationalist effort, how these individuals attempted to promote nationalism, and the extent to which these individuals' efforts to promote nationalism were successful
- Is more analytical than descriptive (*Mohandas Gandhi*: appalled that the British undermined traditional Indian culture and customs; made the point that the British could not monopolize the salt industry as it was a product produced directly from the Indian seas; although India has faced a number of trials and tribulations since independence, Gandhi's work has made the country a player in the world today; *Adolf Hitler*: motivated to take action in promoting nationalism partly because of Germany's economic and governmental problems; the Treaty of Versailles forced Germany to pay for war reparations which put the country in a terrible economic state; new party attempted to instill pride in a perfect Germany by targeting groups seen by them as flawed; dream of rebuilding the German Empire failed in his defeat in World War II)
- Richly supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: independence; British imperialism; Western-style education; English language; Hindus and Muslims; Salt March; speeches; civil disobedience; *Adolf Hitler*: World War I; economic depression; consumer goods; chancellor; Nationalist Socialist German Workers' Party; Aryan race; concentration camps; Auschwitz; Holocaust; genocide)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are only slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response features an analytic organizational structure that allows for the two nationalist movements to be compared and contrasted. Examples of causation are given and knowledge of chronology is demonstrated and supported with good relevant details.

Throughout human history, pride in one's country has played a massive role. Nationalism has started wars and freed nations. It has started genocides and ended them. It has been one of the greatest forces of history. However, nationalism is just a meaningless concept without any individual to use it. Hitler, in Germany, stired up and fed off of German nationalism, using it to justify war and genocide. Meanwhile, across the world, in India, Gandhi used nationalism to gain independence from Britain's imperialistic rule. These are two prime examples of nationalism's ability to make, and change, history, through an individual.

During the early 20th century, in Germany, the economy was in ruins. The Treaty of Versailles had embarrassed the German people and helped ruin their economy. They had been forced to take blame for causing WWI and accept fault for the results of it. They had to make reparation payments to rebuild other countries, while suffering through a depression. These material and social conditions, along with the political challenges that plagued Germany after WWI (with over 20 political parties all competing for votes) created a vacuum. This situation created a vacuum for a strong and powerful leader, who would restore pride and bring back greatness. Hitler took advantage of these circumstances.

Through Hitler's riveting speeches he captured the attention of his audiences. He spoke of German, and more specifically, Aryan, greatness. He told the German people to not be embarrassed and defeated. He told them that it wasn't their fault WWI had been lost. He explained to captivated crowds that the German people, and their culture was a strong one, one that would lead Germany back into

greatness. Among the many things discussed in his now infamous book, Mein Kampf, nationalism and pride were common themes. He built this nationalism in Germany, to a point where Germans would do nearly anything to support him. Industry was rebuilt, and an army was recreated. By constantly telling Germans of their superiority, and telling about how the Jewish people were at fault for Germany's issues, Hitler led one of the worst and most horrific genocides in history, the Holocaust. During the Holocaust, Jews were put in concentration camps and were also killed. It was through blind loyalty to his nationalism that Hitler was able to justify these crimes against humanity. Hitler's invasions of sovereign nations also caused WWII. In Hitler's quest to build a German Empire, the Third Reich, he expanded German territory throughout Europe. He annexed regions of Austria, Czechoslovakia, and Poland. He did this with strategic military tactics and a strong buildup of German arms. A true example of the powerful combination of a strong individual, and nationalism is seen in Germany, in the 1930's and 1940's.

By the end of WWII, Hitler and the Third Reich had crumbled. Germany was defeated by the Allied forces, those remaining in concentration camps were liberated, and freedom was gained by many who survived Nazi suppression. Hitler succeeded in rising to power but ultimately failed to maintain it.

Hitler and his use of nationalism isn't the only example of an individual using nationalism to accomplish goals however. In India, Mohandas Gandhi utilized nationalism to free his country from British imperialism. The British considered India to be the crown jewel of its Empire. They exploited Indian land, labor, and resources. These

circumstances led the British to profit tremendously while Indians became impoverished and nearly slaves on their own soil.

Gandhi spoke to the Indian people, about their right to self-governance. He led by example, showing Indians that defiance was possible. He built pride through his salt march, which showed that Indians could avoid British exploitation by producing their own goods. He used civil disobedience to show the power of just a single Indian. Gandhi did many things to bring nationalism to India, and to use it against Britain. But perhaps the best example of it was when Gandhi led the homespun movement. He told Indians to boycott clothing manufactured in Britain. Leading by example, he made his own clothing and urged other Indians to do the same. This had several outcomes. It showed that Indians could be self-reliant, and that Britain relied on India, not visa versa.

Gandhi's efforts to unify through nationalism eventually led to the decline of Britain's hold on India. In 1947, Britain partitioned India into India and Pakistan and granted both countries their independence. Not even the largest empire on Earth, the British Empire, could stop nationalism coupled with a great individual.

It is clear that both Germany led by Adolf Hitler and India led by Mohandas Gandhi have shown the many influences of nationalism. Both examples show how an individual literally changed the lives of millions, and even the political map of the world. Nearly every country has felt the effect of nationalism, and many through a great individual. In this case, Gandhi worked for the betterment of his people in India while Hitler caused tremendous death and destruction throughout Europe.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Adolf Hitler more thoroughly than Mohandas Gandhi
- Is both descriptive and analytical (*Adolf Hitler*: stirred up and fed off of German nationalism, using it to justify war and genocide; the Treaty of Versailles had embarrassed the German people and helped ruin their economy; created a vacuum for a strong and powerful leader, who would restore pride and bring back greatness; by telling Germans of their superiority and how the Jewish people were at fault for Germany's issues, Hitler led one of the worst and most horrific genocides in history; it was through blind loyalty to his nationalism that Hitler was able to justify these crimes against humanity; Hitler succeeded in rising to power but ultimately failed to maintain it; *Mohandas Gandhi*: used nationalism to free his country from Britain's imperialism; these circumstances led the British to profit tremendously while the Indians became impoverished and nearly slaves on their own soil; Gandhi made his own clothing; showed that Indians could be self-reliant and that Britain relied on India and not vice versa; efforts led to the decline of Britain's hold on India; granted independence in 1947)
- Supports the theme with relevant facts, examples, and details (*Adolf Hitler*: World War I; reparation payments; political challenges; riveting speeches; Aryan; *Mein Kampf*; Holocaust; concentration camps; Third Reich; Austria; Czechoslovakia; Poland; strategic military tactics; Allied forces; *Mohandas Gandhi*: crown jewel; self-governance; Salt March; civil disobedience; homespun movement; partition)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. A good understanding of both nationalist movements is shown through the use of relevant details that support some well-placed analytical statements. Although all aspects of the task are addressed, the discussion of Adolf Hitler is more thorough than the discussion of Mohandas Gandhi.

Throughout history, nationalism has been a powerful tool for both splitting and uniting nations. Two individuals that have shaped their countries through nationalistic efforts are Mohandas Gandhi and Ayatollah Khomeini. By leading their fellow people in different forms of rebellion, they have gained rights and changed their countries. However, the results of Gandhi's efforts and Khomeini's efforts were very different.

Gandhi was a nonviolent leader in India, which was a British colony. Britain had a history of disrespect for the Indian people, ignoring religious rules of the Muslim and Hindu peoples. An example of this would be the cause of the Sepoy Rebellion. Some Indian sepoys believed that the bullet cartridges used in their rifles were greased with cow or pig fat. To use these cartridges, soldiers had to bite off the end and pollute themselves and violate their religious practices. These sepoys refused to use the cartridges and a mutiny occurred. The mutiny failed and Britain formally colonized India. After this event, Indians of many backgrounds had a distrust of Britain. Britain controlled much of India's trade and resources, taking away profits and causing many Indians to live in poverty. Another event that demonstrated British suppression of Indian rights was the Amritsar Massacre. Peaceful Indian protestors were fired upon and killed by British soldiers during this event. Upon seeing this, Gandhi knew that something had to be done to unite the people and end British rule.

Gandhi was a well-educated man, having received a law degree in England. Despite Gandhi's time in Europe, he left his western clothing and ways for a more traditional Indian lifestyle. He encouraged Indians to make their own clothes rather than buying British-made

goods, thus making the spinning wheel a national sign of his resistance movement. He also led the Salt March, where he walked hundreds of miles with fellow Indians to the Indian coast. There, he encouraged Indians to make their own salt, rather than buying it from the British. This was an illegal, peaceful act and an example of civil disobedience. Even after being imprisoned, Gandhi's word still spread because the cause had grown so large. Gandhi used civil disobedience to unite Indians and to build nationalism. Through Gandhi's leadership, India was able to gain independence during the late 1940s. Though independence was achieved, India did not remain united. Most Hindus stayed in India while many Muslims relocated to Pakistan. Tensions between the two countries remains.

A second nationalist leader was Ayatollah Khomeini. Khomeini was a Muslim cleric in Iran during the 20th century. At this time, Iran was being ruled by the Shah, who was a king-like figure. Shah Pahlavi had angered the Muslim population of Iran when he legalized non-traditional reforms in the country, such as women's right to vote. He also spent large amounts of money on himself, ignoring the poor Iranian people. Not only that, but the Shah's government was extremely corrupt. They tortured and killed dissenters using a secret police force called the SAVAK, which the United States helped the Shah create. Iranians were tired of being controlled by westerners, specifically the USA. This is when Khomeini started to lead a movement to restore Islamic traditions and unify the people.

Khomeini was an outspoken opponent of the Shah's government during the 60s. Khomeini was exiled, only to return in the late 70s and lead a successful revolt. The USA could not reinstate the Shah as

he had fallen sick from cancer. This time, it was the Shah who found himself exiled in another country. Khomeini and his advisers jumped in promising reforms and started a new Muslim theocracy. Iran became much like a totalitarian state after this. Religious enforcers roamed the streets, forcing people to dress in the proper, traditional ways. Censorship became an issue again, and people were imprisoned for speaking out against Khomeini. Some people who were once on his side were now tortured for criticizing him.

It is very obvious that the actions of one person can definitely change a country. Sometimes this is good, and sometimes this is bad. While Gandhi's actions freed India, Khomeini's actions ended up creating a state that was very restrictive. Nationalism can be peaceful or violent, and it comes in many forms. Either way, it is extremely powerful and can be used to change governments.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task by discussing why Mohandas Gandhi and Ayatollah Khomeini made efforts to promote nationalism and their degree of success
- Is both descriptive and analytical (*Mohandas Gandhi*: Britain had a history of disrespect for the Indian people, ignoring religious rules of Muslim and Hindu people; Britain controlled much of India's trade and resources, taking away profits and causing many Indians to live in poverty; knew that something had to be done to unite the people and end British rule; despite Gandhi's time in Europe, he left his Western clothing and ways for a more traditional Indian lifestyle; even after being imprisoned, Gandhi's word still spread because the cause had grown so large; although independence was achieved, India did not remain united; *Ayatollah Khomeini*: Shah Pahlavi had angered the Muslim population of Iran when he legalized nontraditional reforms in the country; Shah spent large amounts of money on himself, ignoring the poor Iranian people; Shah's government tortured and killed dissenters, using a secret police force; Khomeini led a movement to restore Islamic traditions and unify the people; led a successful revolt in the late '70s; jumped in promising reforms and started a new Muslim theocracy; people who were once on Khomeini's side were now tortured for criticizing him)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: nonviolent leader; British colony; Sepoy Rebellion; Amritsar Massacre; spinning wheel; resistance movement; Salt March; civil disobedience; Pakistan; *Ayatollah Khomeini*: Muslim cleric; SAVAK; exiled; totalitarian state; censorship)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response uses good historical facts and some analytic statements to complete the task. An attempt made to compare the Indian independence movement and the Iranian Revolution in the conclusion strengthens the effort.

In history, there have been many nationalist leaders that have lead there nations to expansion or independence. These leaders promote the ideas of a greater future and try to give there people what they want and or need. Two people in history what were very successful nationalist leaders were Mohandas Gandhi and Ho Chi Minh.

In the early 1900's, India was under British control and was used as a trade colony. One day, a man named Mohandas Gandhi thought that all people should be treated as equals and deserved to be free. The British Empire considered India to be its crown jewel. During this age of imperialism, the British believed they were superior to colonial Indians. As a result, the British dismissed Indians customs and traditions. Indians performed hard labor and menial tasks to benefit the British. Overtime, Indians began looking for a way to gain independence. Gandhi then started a huge nonviolent movement across all of India to gain Indian independence. Gandhi organized many marches and protests, which unified the people and helped them fight the British. For example, the Salt March was when Gandhi and thousands of his followers marched to the sea to make salt illegally. Salt was a very valuable commodity needed to maintain life and the British controlled it. When the protesters began to make salt, the British government had many of the protesters arrested. During a march on a salt works, British troops severely beat and even killed peaceful protesters. Gandhi encouraged all his followers not to fight back as that contradicted his policy of nonviolent civil disobedience. Gandhi also encouraged boycotts to promote the homespun movement. He encouraged the burning of British cloth and the production of cloth at home. Gandhi was know for using the spinning wheel to make his

own cloth.

After many years of protest, India was finally granted its freedom, but with one exception to Gandhi's nationalist dream. The exception was that a partition created a Hindu India and a Muslim Pakistan. This caused much fighting along the border of these two new nations and Gandhi urged them to stop fighting. Unfortunately, the fighting never truly stopped and Gandhi was later assassinated. Gandhi's ideas of peaceful protesting were passed on to many other individuals who struggled against adversity.

Although Gandhi took a peaceful path to independence, Ho Chi Minh did not. In the mid 1900's, Vietnam was a French colony. Ho Chi Minh called for independence from France and a unified Vietnam under communist influence. Ho Chi Minh was willing to use any means necessary against the French, especially after World War II. He supported the use of violence, even promoting guerilla warfare to encourage nationalism in Vietnam. He called on his people to sacrifice everything to prevent the French from being in control. After the French were forced out, Vietnam was split with Ho Chi Minh and his communist supporters in control of the north.

To win the war for a united Vietnam, Ho Chi Minh got the help from the Viet Cong. The Viet Cong were South Vietnamese guerilla soldiers who agreed to communist ideas. Soon, the U.S.A. joined the war to stop the spread of communism as part of their policy of containment. Ho Chi Minh ordered a huge attack on South Vietnam called the Tet offensive which was successful and proved to be a turning point of the war.

Soon after the offensive, the U.S.A. began to slowly back out of the

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**Anchor Paper – Thematic Essay—Level 4 – C**

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war and Ho Chi Minh died before Vietnam was successfully unified. Ho Chi Minh's uprising also influenced Laos and Cambodia which like Vietnam had recently become independent from French control. From peaceful protests to terrible wars, nationalist leaders like Mohandas Gandhi and Ho Chi Minh had created independent nations through the use of intense nationalism. These two nationalist leaders fought for their nations and succeeded. With ideas of greater future and independence, nationalism has caused many nations to fight for their independence.

**Anchor Level 4-C****The response:**

- Develops all aspects of the task by discussing why Mohandas Gandhi and Ho Chi Minh made efforts to promote nationalism and their degree of success
- Is both descriptive and analytical (*Mohandas Gandhi*: the British believed they were superior to colonial Indians; salt was needed to maintain life and the British controlled it; Gandhi organized many marches and protests, which unified the people and helped them fight the British; encouraged his followers not to fight back as that contradicted his policy of nonviolent civil disobedience; Gandhi's ideas of peaceful protesting were passed on to many other individuals who struggled against adversity; *Ho Chi Minh*: Vietnam was a French colony; Ho Chi Minh supported the use of violence, promoting guerilla warfare to encourage nationalism in Vietnam; called on his people to sacrifice everything to prevent the French from being in control; the United States joined the war to stop the spread of communism as part of their policy of containment; Ho Chi Minh's uprising also influenced Laos and Cambodia, which had recently become independent from French control)
- Supports the theme with relevant facts, examples, and details (*Mohandas Gandhi*: trade colony; crown jewel; imperialism; independence; Salt March; Hindu India; Muslim Pakistan; Gandhi assassinated; *Ho Chi Minh*: independence; Vietcong; Tet Offensive; Vietnam unified)
- Demonstrates a logical and clear 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 4. The strength of the response was the attention given to the attempts of each individual to promote nationalism. Treatment of both Mohandas Gandhi and Ho Chi Minh's nationalist movements includes a good use of facts, examples, and details. A limited use of analytic statements weakens the response.

Throughout history, individuals have taken actions in an effort to promote nationalism. Nationalism has caused some individuals to take pride in their people's culture and it has caused others to seek freedom from foreign rule. Individuals' efforts have met with varying degrees of success. Nationalism is pride in one's country or desire for self-rule (Independence). Two individuals who engaged in nationalist efforts were Otto von Bismarck from Germany and Mohandas Gandhi from India.

Otto von Bismarck took action in an effort to promote nationalism and create one powerful strong Germany. Otto von Bismarck was from Prussia, but Germany had several states. He was a powerful man in Prussia who wanted to unite the German states into one nation through Nationalism. One factor supporting Nationalism was their common language. Others were their common customs and traditions. Otto von Bismarck was successful in uniting Germany. One famous speech he gave to unite them was his "Blood and Iron" speech. The Blood represented the sacrifices Germans would have to make and the war that might be needed to create a strong Germany. The "Iron" symbolized how strong Germany would be when united. Otto von Bismarck was very successful in unifying Germany. After Bismarck's success in the Franco-Prussian War, which helped accomplish his goal of unification, he continued to make building up the German army a priority. He glorified militarism. Over time, Germany gained colonies abroad which allowed him to promote industry and gain prestige for his country. Germany now had access to an increased number of natural resources helping it to industrialize. Without Bismarck Germany wouldn't have been as

powerful as they were in WWI. Bismarck's efforts to make Germany a powerful country had a great influence on its leaders after he was no longer the leader.

Mohandas Gandhi also took action to promote Nationalism in India. He wanted to have independence for India and to get rid of British rule in his nation. Mohandas Gandhi wanted to have an independent country because he believed it was unfair the way Indians were treated by the British. For example, the "Salt-tax" required India's people to pay a tax on salt, even though it was produced from Indian resources. Indians weren't allowed to make or sell salt of their own even though it was a necessity of life. The British control of salt allowed them to make a profit and it gave them symbolic control over the Indians. This led to Gandhi's campaign of non-cooperation against British rule using non-violence. He began a peaceful protest known as the "Salt March". His march took many days and had thousands of supporters. When he finally reached the ocean, where salt could be made, thousands of Indians including Gandhi created salt. Many of them were arrested including Gandhi. They were soon set free because there were way to many of them, and the British struggled to deal with so many. The British eventually decided to give Indians independence in 1947. Gandhi was successful in creating Nationalism in his country and gaining independence in 1947. However, the British also partitioned India into two separate nations. One nation for Hindus and the other for Muslims. Some Muslims had to migrate in to Pakistan. Although Gandhi was peaceful toward people of all religions, he was shot by a Hindu extremist for supporting Muslims. Religious conflicts between Hindus and

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**Anchor Paper – Thematic Essay—Level 3 – A**

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Muslims remain even after Gandhi's death.

Those were two individuals that have taken action in an effort to promote Nationalism. Nationalism caused some individuals to take pride in their people's culture and it has cause others to seek freedom from foreign rule. Their efforts have met with varying degrees of succes. Both Gandhi (from India) and Otto von Bismarck (from Germany) united their country and their people through Nationalism.

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

- Develops all aspects of the task with little depth by discussing Otto von Bismarck and Mohandas Gandhi
- Is more descriptive than analytical (*Otto von Bismarck*: powerful man in Prussia who wanted to unite the German states into one nation through nationalism; building up the German army was a priority; Germany gained colonies abroad which allowed him to promote industry and gain prestige for his country; Germany now had access to an increased number of natural resources helping it to industrialize; *Mohandas Gandhi*: wanted to have an independent country because he believed it was unfair the way Indians were treated by the British; salt tax required India's people to pay a tax on salt even though it was a necessity of life; British control of salt gave them symbolic control over the Indians; British partitioned India; although Gandhi was peaceful toward people of all religions, he was shot by a Hindu extremist for supporting Muslims; religious conflicts between Hindus and Muslims remain)
- Includes some relevant facts, examples, and details (*Otto von Bismarck*: common language; common customs; "Blood and Iron" speech; Franco-Prussian War; glorified militarism; World War I; *Mohandas Gandhi*: British rule; noncooperation; nonviolence; Salt March; gained independence in 1947; Pakistan)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes facts and details to discuss nationalist efforts of Bismarck and Gandhi, demonstrating a good understanding of the task. Although analysis is isolated, the response's strength is in the discussion of the extent to which the individuals' efforts to promote nationalism were successful.

OVER THE COURSE OF HISTORY, MANY PEOPLE FROM AROUND THE GLOBE HAVE PROMOTED THEIR NATIONALISTIC BELIEFS AND VIEWS IN THEIR COUNTRY. IN TAKING THESE ACTIONS TO PROMOTE NATIONALISM, THEY HAVE INFLUENCED OTHERS TO HAVE NATIONALISTIC FEELINGS OR LONG FOR FREEDOM FROM FOREIGN OCCUPATION. TWO EXAMPLES OF LEADERS WHO TOOK ACTION TO PROMOTE NATIONALISM ARE HO CHI MINH AND MOHANDAS GANDHI. BOTH GANDHI AND HO CHI MINH CAUSED OTHERS TO SEEK FREEDOM FROM FOREIGN RULE AND TO HAVE STRONGER FEELINGS TOWARD THEIR COUNTRY.

GANDHI WAS A NATIONALIST FROM THE BRITISH COLONY OF INDIA. BRITAIN'S HARSH AND UNFAIR RULE OVER INDIA LED TO GANDHI'S NATIONALISTIC EFFORTS. AT THIS TIME, THE BRITISH EMPIRE HAD SPREAD ACROSS VAST LANDS ESTABLISHING COLONIES AROUND THE WORLD. INDIA, VIEWED AS THE CROWN JEWEL OF THE EMPIRE, PROVIDED TREMENDOUS WEALTH TO THE EMPIRE. MONOPOLIES ON MANY GOODS, DIRECT POLITICAL AND ECONOMIC CONTROL, AND DISRESPECT FOR TRADITIONAL CUSTOMS AND RELIGION CHARACTERIZED BRITISH IMPERIALISM IN INDIA. GANDHI THOUGHT BRITAIN'S UNFAIR MONOPOLY ON SALT MANUFACTURING, TAX POLICIES, AND THE IMPORTING OF CHEAP CLOTH AND BRITISH PRODUCTS THAT PUT INDIANS OUT OF BUSINESS WERE WRONG. GANDHI THOUGHT INDIA SHOULD BE FREE TO MAKE AND SELL THEIR OWN PRODUCTS AND TO BE FREE TO GOVERN THEMSELVES AS AN

INDEPENDENT NATION. IN ORDER TO PROMOTE NATIONALISM, GANDHI USED NON-VIOLENCE AND CIVIL DISOBEDIENCE TOWARD THE BRITISH GOVERNMENT. GANDHI BELIEVED INDEPENDENCE COULD BE ACHIEVED WITHOUT THE USE OF VIOLENCE. WITH THESE TACTICS, THE BRITISH GOVERNMENT LOOKED BAD WHEN THEY RESPONDED WITH VIOLENCE TOWARD INDIAN NATIONALIST'S. SOME EXAMPLES OF GANDHI'S NON-VIOLENT EFFORTS INCLUDED THE SALT MARCH, THE BOYCOTT OF BRITISH GOODS, FASTING, AND WRITING PAMPHLETS ABOUT THESE PROBLEMS. GANDHI'S EFFORTS TO PROMOTE NATIONALISM WERE VERY SUCCESSFUL. HE INSPIRED MANY INDIANS TO HAVE A SENSE OF NATIONALISM FOR INDIA AND TO WANT TO BE FREE FROM BRITAIN'S COLONIAL RULE. GANDHI EVENTUALLY SUCCEEDED IN HELPING INDIA GAIN INDEPENDENCE FROM BRITAIN. HOWEVER, GANDHI FAILED TO UNITE HINDUS AND MUSLIMS. BRITISH INDIA SPLIT IN TWO. INDIA REMAINED PRIMARILY HINDU AND PAKISTAN BECAME A MOSTLY MUSLIM NATION.

HO CHI MINH PROMOTED HIS NATIONALIST VIEWS IN THE FRENCH COLONY OF VIETNAM BEFORE AND AFTER IT GAINED INDEPENDENCE. FRANCE'S RULE OVER VIETNAM INSPIRED HO CHI MINH'S NATIONALISM AND DESIRE TO GAIN INDEPENDENCE FROM FRANCE. HO CHI MINH'S EFFORTS WERE SUCCESSFUL FOR HE INSPIRED OTHER VIETNAMESE TO TAKE UP ARMS AGAINST THEIR FRENCH RULERS. THE FRENCH LEFT BUT VIETNAM WAS DIVIDED. HO CHI MINH CONTINUED TO PROMOTE NATIONALISM IN THE MID-50'S AND

60'S BECAUSE HE WANTED VIETNAM UNITED UNDER A SINGLE COMMUNIST GOVERNMENT. THE SOUTHERN PART OF VIETNAM HAD A NON-COMMUNIST GOVERNMENT WITH CLOSE TIES TO THE UNITED STATES. TO ACHIEVE A UNITED VIETNAM, HE WAGED WAR IN THE SOUTH AGAINST THE SOUTH'S ALLIES. HO CHI MINH DIED BEFORE UNITY WAS ACHIEVED BUT OTHERS SUCCEEDED IN UNIFYING THE COUNTRY BY USING HIS STRATEGIES SUCH AS GUERRILLA WARFARE. THE SOUTH AND THE NORTH WERE UNITED INTO A SINGLE, COMMUNIST STATE OF VIETNAM.

BOTH GANDHI AND HO CHI MINH HAD STRONG NATIONALIST FEELINGS FOR THEIR COUNTRY. THEY BOTH WANTED TO BE FREE OF THEIR COUNTRIES' COLONIAL RULERS. THEY DECIDED TO TAKE ACTION AND PROMOTE THEIR VIEWS. IN DOING SO, FELLOW CITIZENS DEVELOPED AND FOLLOWED THEIR VIEWS OF NATIONALISM AND FOUGHT FOR THEIR COUNTRIES' INDEPENDENCE. BOTH HO CHI MINH AND GANDHI HAD SUCCESS IN PROMOTING NATIONALISM AND FREEDOM FOR THEIR COUNTRIES.

### Anchor Level 3-B

#### The response:

- Develops all aspects of the task with little depth by discussing Mohandas Gandhi and Ho Chi Minh
- Is more descriptive than analytical (*Mohandas Gandhi*: the British Empire had spread across vast lands, establishing colonies around the world; monopolies on many goods, direct economic and political control, and disrespect for traditional customs and religion characterized British imperialism in India; Gandhi used nonviolence and civil disobedience toward the British government; succeeded in helping India gain independence from Britain; failed to unite Hindus and Muslims; *Ho Chi Minh*: France's rule over Vietnam inspired Ho Chi Minh's nationalism and his desire to gain independence; southern part of Vietnam had a noncommunist government with close ties to the United States; Ho Chi Minh wanted Vietnam united under a single communist government; others succeeded in unifying the country)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: crown jewel; salt manufacturing; tax policies; Salt March; boycott; fasting; writing pamphlets; Pakistan; *Ho Chi Minh*: mid-50s and 60s; died before unified; guerilla warfare)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a reasonable knowledge of Gandhi's and Ho Chi Minh's nationalist efforts. The descriptive narrative accomplishes the task, but the response provides little analysis.

Throughout History people have used Nationalism to unify their country or get rid of foreign control of their country. Nationalist Leaders like Mohandas Gandhi and Hitler both used Nationalism but they did so in different ways.

The Treaty of Versailles was signed by Germany after they had lost World War I. Germany was forced to take all the blame for WWI and had many things taken away from them. Germany was forced to give up the colonies in Africa, and wasn't allowed to have a large army. Germany was sent into a depression and their government was unstable and unable to help the German population. Hitler was raised to power during this time because he promised to make Germany stronger and get them through the depression. While unifying his country Hitler began to build weapons and take over land. Hitler made speeches that boosted people's morale and promised to make Germany stronger and better.

Mohandas Gandhi was an Indian who had been educated in Europe. When he arrived back in his country he was not happy with what he saw. India was being controlled by the British Government and Indians didn't have a say in how their country was run. Gandhi used passive protests and civil disobedience to gain independence for his country and release the country from foreign control. Through this he gave the Indians nationalist feelings toward their country and united them to go against British imperialists.

Adolf Hitler during the expansion of his country became very strong and he began to take over other nations' land. Hitler did not like any races other than pure Germans. Hitler used Jews and others as scapegoats for Germany's problems. Hitler sent millions of people to

camps where they were killed. He did this so he could uphold his promises and keep Germany strong and increase its size so that they could become self-sufficient. Hitler was very successful with doing this because other countries were going through a depression and were appeasing Hitler because they wanted to avoid war. Serious mistakes were made by Hitler and these mistakes led to his downfall. Once the U.S. joined the fight the allied nations began to push back Hitler's forces and he was defeated. After Germany lost WWII, the German nation was in ruins. Many of its cities were destroyed and again the German people were defeated.

Mohandas Gandhi was after many years able to get the British Government to give independence to India and have India run its own country. At first Gandhi was very successful in achieving independence but India was split up into India and Pakistan.

Hitler and Gandhi were two important people who used nationalism. Gandhi was able to help India become independent while Hitler took over a lot of land and killed a lot of people.

### Anchor Level 3-C

#### **The response:**

- Develops all aspects of the task with little depth but does so somewhat unevenly by discussing Adolf Hitler more thoroughly than Mohandas Gandhi
- Is more descriptive than analytical (*Adolf Hitler*: Treaty of Versailles was signed by Germany after they lost World War I; Germany was sent into a depression and their government was unstable and unable to help the German population; Hitler promised to make Germany stronger; Hitler used Jews and others as scapegoats for Germany's problems; millions of people sent to camps; other countries were appeasing Hitler to avoid war; serious mistakes were made by Hitler and led to his downfall; Allied nations pushed back Hitler's forces and he was defeated; *Mohandas Gandhi*: India was being controlled by the British government and Indians did not have a say in how their country was run; Gandhi used passive protests and civil disobedience to gain independence for his country and release the country from foreign control; Gandhi was very successful in achieving independence but India soon split up into India and Pakistan)
- Includes some relevant facts, examples, and details (*Adolf Hitler*: gave up colonies in Africa; gave speeches; World War II; *Mohandas Gandhi*: British imperialists)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response uses accurate information to discuss the nationalist movements of Adolf Hitler, demonstrating an understanding of the task. Although the discussion of Gandhi broadly addresses all elements of the task, the lack of development and details weakens the response.

Nationalism is pride in one's nation or country. There have been many people throughout history who have affected a nation by spreading nationalism. Two people, for example, were Mohandas Gandhi and Otto von Bismark. They both used different tactics to spread nationalism.

Mohandas Gandhi was an Indian leader who wanted to be freed from Britain's rule. He used a method of non-violence. This meant that Indians would strike, rebel and not listen to the British. Even though Indians were beaten brutally because of this, they would not fight back because they did what Gandhi said. Not starting a war and being non-violent paid off in the end. The Indians ended up becoming independent under Gandhi's leadership. Now that they were free of British rule, Indians had more pride than ever in their nation. Soon after, however, India split in two and then Gandhi was assassinated. Although India split and things changed after Gandhi died, he was the person who is known for freeing India and making them nationalistic.

Another nationalistic leader that had an impact on his nation was Otto von Bismark. Von Bismark was a Prussian leader of Germany. He had very nationalistic feelings for Germany. Therefore he wanted to unify them as one. Otto used the tactic of "blood and iron". This meant he was going to use war and industry and would stop for nothing. He fought in many wars and lost many people, but in the end it was all worth it. His leadership skills led to the unification of Germany. If Otto von Bismark did not use his strategy of "blood and iron" and have such pride in his nation, then Germany may have never been unified.

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**Anchor Paper – Thematic Essay—Level 2 – A**

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Mohandas Gandhi and Otto von Bismarck are two people who changed nations to promote nationalism. Gandhi used no violence and ended up freeing India from Britain's rule. Otto believed in "blood and iron" which led Germany to unification by war and industry. Because of these two leader's nationalistic efforts, their nations were changed forever.

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

- Minimally develops all aspects of the task in little depth by discussing Mohandas Gandhi and Otto von Bismarck
- Is primarily descriptive (*Mohandas Gandhi*: an Indian leader who wanted to be freed from Britain's rule; used a method of nonviolence; the Indians ended up becoming independent under Gandhi's leadership; India split in two and Gandhi was assassinated; *Otto von Bismarck*: Prussian leader of Germany; wanted to unify them as one; fought in many wars; his leadership skills led to the unification of Germany)
- Includes few relevant facts, examples, and details (*Mohandas Gandhi*: Indians would strike, rebel, and not listen to the British; *Otto von Bismarck*: blood and iron; pride in his nation)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that repeats points made in the essay

**Conclusion:** Overall, the response fits the criteria for Level 2. All aspects of the task are addressed, but few details and examples are given. More development of specific actions taken by the individuals and the extent of the success of these actions would have strengthened the response.

Throughout history, nationalism has been a big part in developing, reestablishing or rebuilding a country into a great purpose. Many individuals have spent their lives striving for this goal, either rightly or wrongly, for what they feel will be for the 'greater good' of their country, and have succeeded with some degree of excellence and achievement.

Mohandas Gandhi based his life and his morals around reaching his goal to be free of oppression and rally his people around the idea of nationalism to accomplish his goal. After his people of India, as well as himself, were oppressed by their English rulers, he took up a stand to free India back to the India it once was, as well as smooth out religious disruptions within the nation.

Gandhi had used peaceful tactics and moving speeches to rally India together into a nationalism wave. He compared himself with the people, saying how all of them were one with each other and should fight together to achieve freedom and safety in the end.

His extent of nationalism led to peaceful protests, rallies, speeches, the Salt March and many other tactics to bring the people together instead of against one another. He also went on hunger strikes when chaos of violence broke out to relieve the tensions over and over again.

Another individual that strived for nationalism among his people was Nelson Mandela. When he realized that the nation of Africa was being oppressed by the white culture and its black natives were sitting low on the totem pole. He sought out justice through nationalism to lift Africa into a better state.

Mandela used protests, rallies, speeches and many other forceful tactics to get what he and the rest of the Africans wanted. Unlike

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**Anchor Paper – Thematic Essay—Level 2 – B**

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Gandhi, Mandela was not afraid to get out their and used more forceful, violent tactics to reach the goals given to him.

Under nationalism and Mandela, the country of Africa was split between the whites apartheid and blacks revolting against it. Mandela even stretch to the length of being put into prison for many years for the cause of a unified, black voting nation. After he was released, he had ran for president and won by a land slide, and started to repair the rights of black Africans under a better Africa.

Throughout history, individuals have taken apart in actions and efforts to promote nationalism and unity. Nationalism has caused many individuals such as Mohandas Gandhi and Nelson Mandela, to take pride in their nation and culture, and has caused them to seek freedom from foreign rule and struggling religion. Their efforts have been met with varying degrees of success and still have a lasting impact of the nations they touched.

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

- Minimally develops most aspects of the task by discussing Mohandas Gandhi and Nelson Mandela
- Is primarily descriptive (*Mohandas Gandhi*: based his life and his morals around reaching his goal to be free of oppression; oppressed by English rulers; used peaceful tactics and moving speeches to rally India together; *Nelson Mandela*: sought justice through nationalism; used protests, rallies, speeches and many other forceful tactics; put into prison for many years; after he was released, ran for president and won by a landslide; started to repair the rights of black Africans)
- Includes few relevant facts, examples, and details (*Mohandas Gandhi*: peaceful protests; Salt March; hunger strikes; *Nelson Mandela*: apartheid); includes an inaccuracy (*Nelson Mandela*: country of Africa)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Although the discussion accounts for most aspects of the task, it does so minimally. Failure to mention the extent of success in the discussion of Gandhi and a lack of development of the discussion of Mandela seriously weakens the response.

Throughout history, individuals have taken actions in an effort to promote nationalism. Nationalism has caused some individuals to take pride in their people's culture and it has caused others to seek freedom from foreign rule. The efforts have met with varying degrees of success. Simon Bolívar and Mohandas Gandhi are two leaders that brought about nationalist movements.

Simon Bolívar was born in South America. South America was controlled by many countries such as Portugal, Spain, Britain, France, and the Dutch. The controlling countries were corrupt, treated the natives to south america badly, and taxed unfairly. These were only some of the reasons why Simon Bolívar started a nationalist movement.

Simon Bolívar spread the idea of nationalism throughout South America by going to just about every country in South America and convincing the people that they should become independent from their controlling countries, sparking nationalist ideas in the people. This cause uprisings across South America. Simon Bolívar was successful in freeing essentially all of South America, they even named the country Bolivia after him.

Mohandas Gandhi was born in India. India was under British rule for many years. The British used India for it's natural resources, disregarded the Indians religious beliefs, and mainly used India as a source of revenue. These are some reasons why Gandhi wanted to be free of the British.

Gandhi spread his ideas of nationalism rapidly, and successfully throughout India. Gandhi believed in nonviolence. He wanted to achieve freedom from the British by using non-violent tactics. This made

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**Anchor Paper – Thematic Essay—Level 2 – C**

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Gandhi's goals harder to achieve than Bolívar's or other nationalist leaders. Gandhi ended up being successful in getting rid of the British. In conclusion individuals have taken steps to bring about nationalism. These nationalist ideas have caused people to take pride in their culture and make them want to seek freedom. These nationalist uprising vary in successfulness. Simon Bolívar gave independence to many countries in South America. Gandhi got rid of the British by using non-violent solutions. Both nationalist leaders were successful in their goals.

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

- Develops some aspects of the task in some depth by discussing Simón Bolívar and Mohandas Gandhi
- Is primarily descriptive (*Simón Bolívar*: South America was controlled by Portugal, Spain, Britain, France, and the Dutch; the controlling countries were corrupt, treated the natives of South America badly, and taxed unfairly; caused uprisings across South America; *Mohandas Gandhi*: India was under British rule for many years; British used India for its natural resources, disregarded the Indians' religious beliefs, and mainly used India as a source of revenue; ended up being successful in getting rid of the British)
- Includes few relevant facts, examples, and details (*Simón Bolívar*: independent; Bolivia; *Mohandas Gandhi*: nonviolent tactics); includes an inaccuracy (*Simón Bolívar*: Bolívar spread nationalism by going to just about every country in South America; successful in freeing essentially all of South America)
- Demonstrates a general plan of organization, includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response is comprised of generalizations woven into a narrative that outlines the topic but lacks details and development, especially about the extent of success in promoting nationalism. The response is at times repetitive and simplistic.

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**Anchor Paper – Thematic Essay—Level 1 – A**

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Nationalism has caused some people to fight for independence for their country. Simón Bolívar and Mohandas Gandhi fought to free their country and achieved it.

Simón Bolívar was also called the Liberator because he helped to free many countries in South America along with his own. He started with Bolivia and fought the Spanish freeing Columbia, Ecuador, Venezuela and Peru. He later joined forces with José de San Martín to liberate other countries.

Mohandas Gandhi fought to free India from British rule nonviolently. He went on a Salt March to the ocean because the British wouldn't let India sell salt. Eventually, Britain gave up and granted India independence.

Nationalism can be sparked with or without violence. Either way can help get independence.

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

- Minimally develops some aspects of the task by discussing Simón Bolívar and Mohandas Gandhi
- Is descriptive (*Simón Bolívar*: called the Liberator; helped free many countries; joined forces with José de San Martín to liberate other countries; *Mohandas Gandhi*: fought to free India from British rule; went on a Salt March to the ocean; British would not let India sell salt; Britain gave up and granted India independence); lacks analysis
- Includes few relevant facts, examples, or details (*Simón Bolívar*: South America; Bolivia; Columbia; Ecuador; Venezuela; Peru; *Mohandas Gandhi*: nonviolent)
- Includes a very brief introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. In addressing some aspects of the task, the response shows a limited understanding of both Bolívar's and Gandhi's nationalist movements. Despite the lack of depth and analysis, the response is comprised of accurate factual information.

Throughout history during different time periods there have been many different rulers that have tried to better their nation or country through using the tactic of nationalism. Nationalism is the pride that someone or a group (ethnic group) has for their country or nation. It can also be a term to describe the actions that were taken by someone to show their devotion to a specific country. Two very well known, nationalistic rulers from Global history is Mohandas Gandhi and Ho Chi Minh.

Mohandas Gandhi was an Islamic ruler in India that pushed for reforms to allow India to not be controlled by British rulers. Gandhi used many different tactics, he used public speeches, petitions, protests, ect., one thing he did not do was participate in violence. He believed that violence was not the right way to solve issues. Gandhi was so devoted to his country and determined to become independent that he went on a hunger strike and refused to eat until the violence between Britain and India was done with. Gandhi was eventually assassinated but he was successful in fighting for freedom without using violence and instead using nationalistic tactics.

Ho Chi Minh was different than Mohandas Gandhi. Ho Chi Minh was a Chinese ruler who did use violence but also was nationalistic. He led independence movements for China to become an independent state. China did not have non-violence tactics being used. It was a violent region and remained violent for a long time.

As you can see, Mohandas Gandhi was a more verbal ruler verses violent. He believed nationalistic methods of ruling would solve problems long term instead of temporarily. Ho Chi Minh was nationalistic as well by using different methods of ruling, such as participating in violence.

## Anchor Level 1-B

### The response:

- Minimally develops some aspects of the task by discussing Mohandas Gandhi and mentioning Ho Chi Minh
- Is descriptive (*Mohandas Gandhi*: pushed for reforms to allow India to not be controlled by British rulers; used many different tactics; did not participate in violence; went on a hunger strike; Gandhi assassinated but successful in fighting for freedom; *Ho Chi Minh*: used violence but was also nationalistic); includes faulty application: (*Gandhi*: refused to eat until the violence between Britain and India was done with); lacks analysis
- Includes few relevant facts, examples, or details (*Mohandas Gandhi*: speeches; petitions; protests); includes inaccuracies (*Mohandas Gandhi*: an Islamic ruler; *Ho Chi Minh*: a Chinese ruler; led independence movements for China)
- Lacks focus, contains a simplistic introduction and conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows a limited understanding of Gandhi's nationalist movement. However, the information on Ho Chi Minh is mostly inaccurate. Lack of depth further detracts from the response.

Nationalism has to do with the pride of ones country. The first nationalist leader is Ghandi. He had a lot of pride in his country. Ghandi was trying to earn more rights for his people. He led them all on the Salt March. When Ghandi and his civilians were attacked, he told them not to use violence. He just wanted them to remain where they were, and to just sit down. He wanted no fighting or violence going on. He was showing much pride in his culture because he was trying to make sure everything was okay with them and they wouldn't get hurt. Ghandi would make his own clothes and everything because he did not want to buy clothes and needs from the enemy. He wanted everything that he owned to be from India. He really tried fixing his country up and making it better for him and all the people that lived in it. The second leader that led a nationalist group is Alexandr the Great. Alexandr The Great conquered many countrys, and gained a lot of territory for his people. He believed he was the best and that nothing could get in his way. He valued human rights in order to keep peace for everybody. Going back to Ghandi, the extent he pursued to show nationalism was very high. He went all the way to his death in making freedom and rights for his people. He never gave up. The Salt March was a very important thing that occurred in Ghandi life, and really showed how much of an impact he made on his society. Also how much he really cared for his country, in order to make it as fair, and as peaceful as possible. Another really important aspect was his noncooperation against British rule, not to fight back when they tried invading.

History is rife with examples of militaristic and expansionist countries imposing their rule over occupied territory through political, economic or social means. Often these occupations have been met with Nationalistic responses in varying forms of opposition. These Nationalistic movements have frequently been led by a single individual, with the results of these movements varying in success and general impact. Such individuals include Adolf Hitler of Germany and Mahatma Gandhi in India, representing differences in how Nationalist movements are led and how they are handled once their goal is achieved.

Adolf Hitler was an Austrian-born pan-German Nationalist who rose to power between 1918 and 1939. Germany had lost WWI and was being held responsible for the entire affair. Suffering from economic hardship brought on in part by the reparations of the Treaty of Versailles, the German people not only sought economic stability, but also revenge for their humiliating defeat. The economic despair of Germany was further compounded by the drastic inflation that essentially made the German mark worthless. They sought someone who would offer solutions to the problems they faced. Hitler met these needs by providing a scapegoat the German people could direct their anger and discontent toward. These were the Jewish people, the Communists, and every other non-Aryan minority in Germany. Hitler eventually rose to power with his pseudo-Socialist Nationalistic politics. He offered economic stability but demanded absolute allegiance to the state and his goals, and the German people readily accepted. With the rising support of the people, Hitler began an expansionist campaign across Europe, disregarding treaties and

international laws already in place. Hitler's aggressive and strategic moves, including the occupation of neighboring territory and occupation of Czechoslovakia, were made possible in part due to England's policy of appeasement. Ultimately, Hitler hoped to create what he called lebensraum, or living space for those he considered to be true Aryans. Eventually, Hitler's action incited a war, which engulfed much of the world.

Nazis, under Hitler's command, started a mass-propaganda campaign against Jews, political enemies, and other minority groups under German control. Hitler initiated a mass extermination of those groups, causing the Holocaust and the deaths of almost 20 million people. While this persecution and genocide was part of Hitler's Nationalist goals of purifying Germany, he ultimately failed. In the long run, Germany lost the war. Hitler killed himself, the Allies were successful, and the Nazis were stopped. The Holocaust gained worldwide attention and led to the establishment of trials for those accused of committing war crimes. Today, the United Nations seeks to identify and intervene in regions where genocides are being committed.

In contrast, Mahatma Gandhi, was an Indian Nationalist who worked against British Imperialism and became a hero of his country. After the Sepoy Mutiny of 1857, the British formally colonized India, making it the crown jewel of the British Empire. The resources extracted from the subcontinent, including cotton, assisted in British industrialization. Though the British economy boomed from this relationship, the people of India had a much less favorable position. A major proponent of the philosophy of nonviolence, Gandhi promoted civil disobedience to challenge British political and economic policies

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## Thematic Essay—Practice Paper – B

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and break Britain's strangle hold on India. He led protests that, when squashed by the British, would not result in Indian retaliation.

Gandhi told his followers to break British-imposed laws that crippled local businesses and oppressed the indigenous Indian people. He was sometimes beaten and often imprisoned as part of the British response to his tactics. In the homespun movement, Gandhi persuaded Indians to make their own cloth and boycott the British monopoly on textiles.

Increasing publicity of Gandhi and his movement fostered global support for his independence movement. During the 1930s and especially during World War II, tensions rose between Indian Hindus and Indian Muslims causing them to increasingly distrust one another. Some Muslims and Hindus whom Gandhi had pleaded with to unite against a common enemy were now turning on each other and demanding separate countries. The British eventually granted independence and left. The Muslims were given Pakistan, and the Hindus were given India. Since then, the two nations have become violent with one another. Looking back, Gandhi's Nationalist movement succeeded in freeing the Indians from British rule. However, the split of Hindu India and Muslim Pakistan could be seen as a failure to maintain unity.

Two sides of Nationalism exist, making it both a force of destruction and a force of construction. It is a force to be reckoned with. Nationalism undoubtedly served as a force to unify Germany and to unify India. Germany sought domination of others through nationalism while India opposed the oppression of the British Raj and tried to unify against a common enemy. Neither leader was ultimately successful in meeting all of their needs.

Several leaders have led independence movements in order to promote nationalism. They wanted their nation to become independent and free from foreign influence. Other nationalists have taken pride in their culture. Mohandas Gandhi led India into freedom and Nelson Mandela led South Africa into equality.

Mohandas Gandhi took several actions in order to free the people of India from British rule. Ever since Britain took over India they taxed the citizens, especially on salt. Besides heavy taxation, Indians faced discrimination over their religious practices. Gandhi believed that nonviolence was the best solution to changing a political situation. He thought that self-rule would promote equality. To work toward the goal of independence, Gandhi took a lot of nationalistic actions. As one strategy, Gandhi fasted to stop the violence that the citizens and British government were causing throughout India. He thought that if people would realize that they were harming him, they would stop the violent protests. While still being weak, Gandhi was arrested by the British because he went against the government and protested. It was argued that using civil-disobedience was not direct violence to the government. Several citizens argued for Mohandas Gandhi to be freed from prison. After being released, he gathered followers and started a march to the ocean. After passing several cities, his followers added up until he had hundreds. Many people admired him and respected his beliefs. When they reached the beach, there stood hundreds of Indians that had formed during the march. Gandhi believed that the Indians had a right to make salt because it was their land. The British arrived and broke up the people because it was illegal for Indians to make their own salt. After all of his actions Gandhi managed to bring

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## Thematic Essay—Practice Paper – C

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independence to India from the British. After independence, India was able to control its own economy.

Later in history, Nelson Mandela fought for the equality of blacks in South Africa. For a long time there was segregation in South Africa and whites considered themselves superior to the blacks. The system of segregation, known as apartheid, made it a law that blacks and whites had to be separated. Blacks were forced to live in homelands, carry pass books, and didn't have schools as nice as whites. Nelson Mandela led several movements in order to achieve his goal. He published messages in order to spread his beliefs to the people. He was arrested for protesting the government through violent actions led by the ANC. Several of his followers including Desmond Tutu fought for his freedom. Mandela was released after 27 years in prison. He continued to work toward his goal for everyone to be equal in South Africa. F.W. De Klerk supported his policies and together they eventually ended segregation in the country. Nelson Mandela was elected as the first black president of South Africa.

Several leaders in history led movements in order to achieve goals in their countries. Gandhi and Mandela used different tactics and both succeeded in achieving some of their goals. India was no longer controlled by Britain and blacks and whites were equal in South Africa.

Throughout history, nationalism has been weaved into the development of nations that took pride in their people's cultures and sought liberation from foreign influence. Nationalism has occurred in places such as Latin America and Germany. In Latin America, nationalism was spurred by brutal colonization of the region and its people and a desire to end Spanish rule. Simon Bolívar is a figure who promoted nationalism in order to liberate parts of Latin America from colonial rule. In addition, German nationalism was on the rise as the Treaty of Versailles stunted German economic and commercial growth. This economic and social burden led to a nationalist movement to rebuild Germany and to restore its former glory. Adolf Hitler was a national socialist who sought to "purify" Germany with the elimination of all non-Aryan races.

South American colonies were deprived of economic, political, and social rights—especially the majority (peasantry) who were not given the same advantages that the creole landowners were. One privileged creole landowner was Simon Bolívar, who sought to liberate fellow creoles from European domination (Spain) which deprived creoles from holding high-positions in political institutions and experiencing economic gain. Those privileges tended to be given to peninsulares at this time. Bolívar had been educated in Enlightenment ideals and was ready to push for freedoms.

Simon Bolívar promoted nationalism by promoting a series of violent revolts. He did this with the support of other wealthy creole landowners in order to gain political and economic privileges. In this independence campaign, Bolívar became known as the Liberator. He fought against the Spanish crown and challenged its right to profit

from New World plantations. His work began in Venezuela and spread to Colombia.

Bolívar's efforts were successful in benefitting landowning creoles and later spurred revolutions among the peasantry who also sought political, social, and economic equality. Bolívar along with San Martín achieved independence for much of South America by defeating the Spanish Army. However, Latin American nations were still economically dependent on European powers despite political independence.

After World War I, Germany was forced by countries, like Great Britain, to pay for reparations that were necessary after the economic destruction of many European nations. These reparations, included in the Treaty of Versailles, contributed to the collapse of the German economy. As a result Hitler's nationalist movement gained the support of the German public since it was viewed as a chance to rebuild a broken economy. Adolf Hitler, a national socialist, gained much support during the early 20th century as he sought to purify Germany of those who were not "Aryan". This was in some ways an act of nationalism because it reflected intense pride in German origins as well as a sense of ethnic superiority.

Hitler and the Nazi political party attempted to increase nationalism. One way this was done was through the targeting of the Jewish population and other minority groups (gypsies, disabled people). Hitler promoted laws that did not allow Jews to own businesses or attend school. Later, he ordered the construction of concentration camps, some for the purpose of labor and others for killing. These camps provided Jews with little to no food, warmth, or medical

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**Thematic Essay—Practice Paper – D**

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attention. The targeting of “non-Aryans” meant there would be more room for the German race in Hitler’s empire. This attempt to “purify” was disturbingly successful in that it led to the death of about 6 million Jews during the Holocaust—viewed as a “solution to the Jewish problem”. However, Germany was defeated at the end of WWII when they were forced to surrender much of the vast empire that they created. Hitler was able to carry out some of his plans to rid Germany of non-Aryans. Ultimately, the acts of hate and genocide he promoted were exposed to the world. The UN was created after WWII establishing one of its major goals as preventing future genocides. Many nations today are alarmed when extreme nationalist ideals surface.

Both Simon Bolívar and Adolf Hitler promoted nationalism as a way to seek liberation from circumstances they felt were oppressive. Spain’s political and economic domination in South America and Germany’s economic decline due in part to the Versailles treaty were the circumstances that led these men to begin their movements. Both achieved some of their goals while they failed at others.

Adolph Hitler took drastic actions in an effort to promote nationalism. After WWI, Germany was experiencing political & economic turmoil. The weakness of the Weimer republic as well as the impossible Reperation payments that had to be made under the Treaty of versailles called for a strong leader. Hitler proved worthy based on his militaristic skills and promises to the people. His political party, the Fascists, slowly but surely gained more spots in the weakening republican government. Eventually, Hitler broke apart from that government and formed what was known as the Third Reich. Fascism became the new political ideology across Germany and although it was successful for some time, these views were disturbingly cruel. Hitler was an anti semitist and took extreme measures to eliminate jews, gypsies and gays from society. He set up concentration camps and crematoriums in which all his opposition was forced to work under strict control with deathly consequences. Although Germany emerged as a major power in WWII, Hitlers forces were defeated and once again Germany would face extreme punishments. Therefore, Hitler was initially successful in his anti semitist movements as well as nationalizing industries, however his military was defeated and the nation was crushed. Toussaint L'Ouverture was a domestic slave who dreamed of social equality in Haiti. He rose up in an effort to free the slaves in Haiti. With a band of slaves, they believed their nationalist efforts would be successful b/c Haiti was a colony of France and the French government was weakened after experiencing its own Revolution. Taking advantage of this turmoil, Haiti gained independence in 1804. L'Ouverture promoted nationalism by explaining the effects of slave independence. B/C all of the slaves

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**Thematic Essay—Practice Paper – E**

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agreed, they formed a powerful military that was able to look at the model of the French revolution and apply it to themselves. The French government did not want to experience another harsh and bloody revolution, so they prevented this by satisfying the peoples wants (actually oversatisfying because the slaves only deemed for equality). The French government must have thought that eventually, the Haitians would want independence, so at the beginnings of the uprisings took an opportunity to secure their government for the future. The nationalistic views of Toussaint L'Ouverture were definitely successful and without him, who knows what slavery would be like today. (because he did eventually spark other slaves revolts).

## Practice Paper A—Score Level 1

### The response:

- Minimally develops some aspects of the task by discussing Mohandas Gandhi
- Is descriptive (*Mohandas Gandhi*: had a lot of pride in his country; was trying to earn more rights for his people; led them on a Salt March; told them not to use violence; Gandhi would make his own clothes); lacks understanding, application, and analysis
- Includes few relevant facts, examples, or details (*Mohandas Gandhi*: India; noncooperation against British rule)
- Demonstrates a weakness in organization; lacks focus; does not clearly identify which aspect of the task is being addressed; lacks an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response demonstrates a limited understanding of Mohandas Gandhi and his nationalist movement. The response shows a lack of understanding about nationalism as it applies to Alexander the Great, using vague generalizations and inaccurate information.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that caused Adolf Hitler and Mohandas Gandhi to lead a nationalist effort, how these individuals attempted to promote nationalism, and the extent to which these individuals' efforts to promote nationalism was successful
- Is more analytical than descriptive (*Adolf Hitler*: Germany had lost World War I and was being held responsible for the entire affair; economic hardship brought on in part by the reparations of the Treaty of Versailles; the German people not only sought economic stability but also revenge for their humiliating defeat; Hitler provided a scapegoat; Hitler offered economic stability but demanded absolute allegiance to the state and his goals; Hitler's strategic moves included the occupation of neighboring territory and occupation of Czechoslovakia in part due to England's policy of appeasement; while this persecution and genocide was part of Hitler's nationalist goals of purifying Germany, he ultimately failed; *Mohandas Gandhi*: although the British economy boomed, the people of India had a much less favorable position; increasing publicity of Gandhi and his movement fostered global support for independence movement; the Muslims and Hindus whom Gandhi had pleaded with to unite against a common enemy were now turning on each other and demanding separate countries; the split of Hindu India and Muslim Pakistan could be seen as a failure to maintain unity)
- Richly supports the theme with relevant facts, examples, and details (*Adolf Hitler*: inflation; Jewish people, communists, and other non-Aryan minorities; expansionist; lebensraum; Nazis; mass extermination; Holocaust; war crimes; United Nations; *Mohandas Gandhi*: British imperialism; Sepoy Mutiny; crown jewel; cotton; British industrialization; civil disobedience; protests; imprisoned; homespun movement; boycott)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response integrates analytic statements and shows a deep knowledge of subject matter demonstrating a good understanding of Hitler's and Gandhi's nationalist movements. The comparison in the conclusion is insightful, showing how each leader used nationalism for different purposes and that neither leader was ultimately successful.

### Practice Paper C—Score Level 3

#### The response:

- Develops all aspects of the task with little depth by discussing Mohandas Gandhi and Nelson Mandela
- Is more descriptive than analytical (*Mohandas Gandhi*: Britain taxed the citizens; Indians faced discrimination over their religious practices; Gandhi fasted as one strategy to stop the violence that the citizens and British government were causing throughout India; gathered followers and started a march to the ocean; believed they had a right to make salt because it was their land; after independence, India was able to control their own economy; *Nelson Mandela*: fought for the equality of blacks in South Africa; system of apartheid made it a law that black and whites had to be separated; led several movements to achieve his goal; released after twenty-seven years in prison; segregation was eventually ended in the country; elected the first black president of South Africa)
- Includes some relevant facts, examples, and details (*Mohandas Gandhi*: nonviolence; arrested; protested; civil disobedience; independence; *Nelson Mandela*: apartheid; homelands; passbooks; ANC; Desmond Tutu; F. W. de Klerk); includes a minor inaccuracy (*Mohandas Gandhi*: when they reached the beach, there stood hundreds of Indians who had formed during the march)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the discussion addresses all aspects of the task with relevant facts and details, the lack of analysis and limited treatment of the extent to which Gandhi’s efforts to promote nationalism were successful weaken the response.

### Practice Paper D—Score Level 4

#### The response:

- Develops all aspects of the task by discussing why Simón Bolívar and Adolf Hitler made efforts to promote nationalism and the degree of their success
- Is both descriptive and analytical (*Simón Bolívar*: in Latin America, nationalism was spurred by brutal colonization of the region and its people and a desire to end Spanish rule; South American colonies were deprived of economic, political, and social rights, especially the peasantry who were not given the same advantages that creole landowners were; Bolívar had been educated in Enlightenment ideals and was ready to push for freedoms; Bolívar’s efforts were successful in benefitting landowning creoles and spurred revolutions among the peasantry; Latin American nations were still economically dependent on European powers despite political independence; *Adolf Hitler*: reparations, included in the Treaty of Versailles, contributed to the collapse of the German economy; purifying Germany of non-Aryans was an act of nationalism because it reflected intense pride in German origins as well as a sense of ethnic superiority; the targeting of non-Aryans meant there would be more room for the German race in Hitler’s empire; many nations today are alarmed when extreme nationalist ideals surface)
- Supports the theme with relevant facts, examples, and details (*Simón Bolívar*: peninsulares; Liberator; New World plantations; San Martín; *Adolf Hitler*: World War I; Nazi political party; concentration camps; death of six million Jews; World War II; genocide; United Nations)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The use of analytic statements to discuss Bolívar’s nationalist efforts and the integration of many relevant details in the discussion of Hitler’s nationalist efforts demonstrate a good understanding of the task. More specific details related to Bolívar’s efforts would have strengthened the response.

## Practice Paper E—Score Level 2

### The response:

- Develops some aspects of the task in some depth by discussing Adolf Hitler and Toussaint L'Ouverture
- Is primarily descriptive (*Adolf Hitler*: Germany was experiencing economic and political turmoil; weakness of the Weimar Republic as well as the impossible reparation payments called for a strong leader; Hitler was an anti-Semite and took extreme measures to eliminate Jews, gypsies, and gays from society; although Germany emerged as a major power in World War II, Hitler's forces were defeated and again Germany would face extreme punishments; *Toussaint L'Ouverture*: a slave who dreamed of social equality in Haiti; Haitian slaves believed their nationalist efforts would be successful because Haiti was a colony of France and the French government was weakened after experiencing its own revolution; Haiti gained independence in 1804)
- Includes few relevant facts, examples, and details (*Adolf Hitler*: World War I; Treaty of Versailles; Third Reich; concentration camps; crematoriums; *Toussaint L'Ouverture*: slavery; French Revolution); includes inaccuracies (*Hitler*: his political party, the Fascists; Hitler nationalizing industries; *L'Ouverture*: French government did not want to experience another harsh and bloody revolution, so they prevented this by satisfying the people's wants; at the beginnings of the uprisings, the French took an opportunity to secure their government for the future)
- Demonstrates a weakness in organization; does not always clearly identify which aspect of the task is being addressed; lacks an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion shows a basic understanding of the historical circumstances surrounding Hitler's rise to power and his actions with a weak reference to nationalism. The discussion of L'Ouverture focuses on his nationalist efforts to remove the French, indicating some understanding; however, the statements about the French government's response are inaccurate. In addition, the response lacks development of the extent of success for both individuals.

# Global History and Geography Specifications June 2017

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Nationalism—Individuals	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Belief Systems; Culture and Intellectual Life; Economic Systems; Factors of Production; Human Rights; Justice; Citizenship; Conflict; Change	Standards 2, 4, and 5: World History; 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 2017 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

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

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

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