

Throughout history, there have been many protests against ~~some~~ governments. These protests have led some governments to realize what they were doing was wrong and others to deny the problem. Some of the protests were the Women's rights movement in Great Britain and the pro-democracy movement in China. Both of these protests were fought in two different countries but, the people in each were fighting for their rights as citizens of their country.

For hundreds of years, women weren't allowed the same rights as men. In 1913, women wanted the right to vote, like men, and would not take no as an answer. Women believed that Parliament could not reflect the wishes of the people of Britain if women were not represented (document 1). In China, the student demonstrators gathered at Tiananmen Square. They were there to mourn the death of a former General Secretary of the Communist Party, Hu Yaobang who was a symbol of political reform and anti-corruption. The students decided to

Protest for freedom of speech, democracy and changes including the resignations of Lipeng and Deng Xiaoping because they were angry about the political and economic problems that China faced. (documents 4 and 5).

These are the reasons why the people started to protest.

The protesters were very serious about protesting for what they believed in. The women in England put out a picture in the newspaper called "The Suffrage." It was a picture of women standing up for what they believe in, (document 2). Women thought that they should have the right to vote because they obey the law like everyone else. (document 1). The women made protests and strikes to get the government's attention.

These women were willing to march, picket, petition, and even go on hunger strikes to protest the lack of suffrage (documents 2 and 3). In China, the students boycotted classes and organized into an unofficial student union which is illegal in China. On May 13<sup>th</sup> the students formed a hunger strike but the

government failed to hear what they were saying. The students set up camps in Tiananmen Square where thousands of people stayed day and night to continue protesting against the government. These are the things that the protesters did to get the government's attention.

The government did not respond very well to the protests that were going on in their countries. In England, the police thought that if they arrested the women they will stop protesting, but that did not work. (document 3). After the police tried arresting the women, more women came to protest which created even more problems. Eventually the government gave ~~the right to vote~~ to the protestors what they wanted and granted women in England the right to vote. However, in China, the government would not tolerate any nonsense so they sent in the army to clear Tiananmen Square (document 6). Many people were injured or killed because of this but they were standing up for what they believed in. The Chinese

government remained strong against the pro-democracy protestors. They have not allowed for democracy and today China is still communist.

The English women were more successful than the Chinese protestors. The English women would not give up their fight. They were standing up for what they believed in. No matter what they would not stop until the government did end up giving in. However, in China even after many people died with pride of what they did, the government did not give in and remains as harsh as it was in 1989.

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with little depth for the woman's rights movement in Great Britain and the prodemocracy movement in China
- Is more descriptive than analytical (*woman's rights*: for hundreds of years women were not allowed the same rights as men; women wanted the right to vote in 1913 and would not take no as an answer; women believed that Parliament could not reflect the wishes of the people of Britain if women were not represented; they thought they should have the right to vote because they had to obey the law like everyone else; police thought if they arrested the women they would stop protesting but that did not work since more women came out to protest; *prodemocracy*: students were angry at the political and economic problems that China faced; students formed a hunger strike but the government failed to hear what they were saying; the government sent in the army to clear Tiananmen Square; many people were injured or killed)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*woman's rights*: women were willing to picket, petition, and even go on hunger strikes to protest the lack of suffrage; eventually the government gave the protesters what they wanted and granted women in England the right to vote; *prodemocracy*: thousands of people stayed day and night to protest; China is still communist today; the government did not give in and remains as harsh as it was in 1989)
- Includes some relevant facts, examples, and details (*woman's rights*: women put a picture in the newspaper of women standing up for what they believe in; *prodemocracy*: student demonstrators mourn the death of former general Hu Yaobang; symbol of political reform and anticorruption; freedom of speech, democracy, and resignations of Li Peng and Deng Xiaoping; boycotted classes; unofficial student unions); includes a minor inaccuracy (*woman's rights*: newspaper, "The Suffrage")
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Generalizations supported by document information frame the response and demonstrate a basic understanding of the task. Inclusion of more historical details and elaboration on historical circumstances would have strengthened the response.

Throughout history, protest movements have formed in response to government policies and actions. Some examples of these protests are the woman's rights movement in Great Britain, the prodemocracy movement in China, and the antiapartheid movement in South Africa. These protest movements have resulted in different government responses. Typically, history has shown that these movements have brought in negative responses from the governments of these countries.

The Women's Rights Movement that occurred in Great Britain was a high point in the history of voting privileges. The women gave several reasons for their protests. One had to do with Parliament passing laws. Women protested that if they are not consulted on laws concerning them, why should they have to follow these laws? And if they obey these laws as most women in Britain did, then they should have a voice in choosing those who makes the laws. One of the actions taken by the women in Great Britain was the publishing of "The Suffragette," a newspaper put out by the Women's Social and Political Union. At times the women would march through the streets in protest. Soon after, however, the government sent women to prison for "Making a nuisance of themselves," so said the politicians. However, more and more women were put in prison, drawing attention to the movement. In prison the women sometimes would go on hunger strikes. In

the media the government was seen as cruel and mean to the women, especially because the women were force fed. It was not long after (1913) that Parliament passed an act giving women the right to vote. (Documents 1-3)

The Pro-Democracy movement of 1989 played an important role in Chinese history, it brought attention to several different issues. It began on April 17, 1989 in Tiananmen Square when students came to mourn the death of Hu Yaobang, who was a former General Secretary of the Communist Party, as well as being a symbol of anti-corruption and political reform to students. Like women in Great Britain, the Chinese students wanted more rights, including freedom of press and speech. The students also wanted government reform. When Hu Yaobang died the students thought that their dreams of reform were also dead. As part of the protests students boycotted classes and unofficial student unions were created. On May 13, 1989, Mikhail Gorbachev visits, and over 160 students go on an Open Hunger Strike, which draws the media and public support. June 3, 1989 was different. Students and other citizens gathered for a peaceful mass protest. Not long after, the government sent tanks and the army to shoot down the protestors. Many people were rushed on-site to the hospital. Students were shocked at the army's actions to their protest. Even though the students captured the attention

of the media worldwide, they failed to gain the rights that they had been protesting for. (Doc 4-6)

Whether it is the Pro-Democratic Movement in China, the Women's rights movement in Great Britain, or a different city to the government, history shows us all that, yes, non-violence often saves lives from being lost, such as Mohandas Gandhi and his 200+ Mile Salt March as an act of peace and non-violence, but sometimes the Government doesn't always agree and meets these protests with violence. But as long as there is some form of bondage in this world, there will always be protests that follow shortly after, and it is up to guess work that we would know which actions a Communist Government ~~OR~~ Dictator may take against these protests. These movements also show another problem that humanity as a whole never seems to grasp, a certain concept: History repeats itself.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth for the woman’s rights movement in Great Britain and the prodemocracy movement in China
- Is more descriptive than analytical (*woman’s rights*: women protested that if they were not consulted on laws passed by Parliament then they should not have to follow the laws and if women obey laws, then they should have a voice in choosing those who make the laws; at times women marched through the streets in protest; the government sent women to prison for “making a nuisance of themselves”; as more and more women were put in prison, attention was drawn to the movement; *prodemocracy*: like women in Great Britain, the Chinese students wanted more rights, including freedom of press and speech and reform; when Hu Yaobang died students thought their dreams of reform were also dead; students were shocked at the army’s actions to their protests)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*woman’s rights*: some women would go on hunger strikes in prison; in the media the government was seen as cruel and mean to the women, especially because women were force-fed; *prodemocracy*: even though the students captured the attention of the media worldwide, they failed to gain the rights that they had been protesting for)
- Includes some relevant facts, examples, and details (*woman’s rights*: “the Suffragette”; Women’s Social and Political Union; *prodemocracy*: Tiananmen Square in 1989; boycotted classes; unofficial student unions created; peaceful mass protest; government sent tanks and the army)
- Demonstrates a satisfactory plan of organization; includes an introduction that states typically history has shown that protest movements have brought negative responses from the government and a conclusion that attempts to draw a general lesson about protest movements

**Conclusion:** Overall, the response fits the criteria for Level 3. Although a few scattered analytical statements are included, especially in the discussion of the women’s rights movement in Great Britain, the response relies extensively on document information. A lack of development weakens the response.

In the 20<sup>th</sup> century, "rights" were very sought out by various groups. The early 1900's Britain had women demanding suffrage, the right to vote. In the middle and towards the end of the 20<sup>th</sup> century, the apartheid in South Africa was being rivaled and eventually ended. Worldwide, obtaining equality among race ~~and~~ or gender is a difficult process for anyone.

First of ~~all~~ all, women's suffrage in England was a ~~very~~ difficult thing to achieve in the early 1900's. Historically, women had not many rights, if any at all, and for them to demand the right to vote went against ~~the~~ ~~the~~ the fabric of ~~modern~~ society (oi). British women went through great lengths to achieve their goal, such as starting a newspaper called The Suffragette and the National Union of Women's Suffrage Societies, which ~~was~~ wrote, "Fourteen Reasons for Supporting Women's Suffrage" (Doc. 2+1). One of the fourteen reasons were, "Because the Laws which affect women especially are now passed without consulting those persons whom they are intended to benefit," (Doc. 1). This uproar from women caused the British government to arrest women because they, "made a nuisance of themselves," even though these women didn't break any laws (Doc. 3). Eventually, all of their hard work paid off and now British women can vote (oi).

Down in South Africa, all races were segregated in something

called an apartheid (oi). White, Europeans, called Afrikaners, had the best treatment of all of the races (oi). All of the other races, especially the black natives, were furious at their lack of power and rights (oi). The National Party, made up of Afrikaners, said that, "...a definite policy of separation (apartheid),... is <sup>the</sup> only ~~and~~ basis on which the character and future of each race can be protected and safeguarded..." (Doc. 7+oi). ~~Because~~ Because of the apartheid and the Afrikaners' power over all races, protests broke out in five schools in ~~the~~ Soweto <sup>in 1976</sup> because it was decided that all classes were to be taught in the Afrikaners' language (Doc. 9). The police and army came to stop the protesters, and released police dogs on the children (Doc. 9). After other protests and much time, Nelson Mandela was elected president and the apartheid had ended (oi).

As you can see, obtaining rights is possible yet very difficult. ~~So~~ So, never give up when trying to achieve a goal.

## Anchor Level 2-A

### **The response:**

- Minimally develops all aspects of the task for the woman's rights movement in Great Britain and the anti-apartheid movement in South Africa
- Is primarily descriptive (*woman's rights*: women's suffrage was a difficult thing to achieve in the early 1900s in England; historically women did not have many rights, if any at all; British women went through great lengths to achieve their goal of suffrage; laws which affect women were passed without consulting them; the British government arrested women because they made a nuisance of themselves even though they did not break any laws; *anti-apartheid*: black natives were especially furious at their lack of power and rights; protests broke out in five schools in Soweto in 1976 because it was decided that all classes were to be taught in the Afrikaners' language)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 9
- Presents little relevant outside information (*woman's rights*: for women to demand the right to vote went against the fabric of society; women's hard work paid off and now British women can vote; *anti-apartheid*: white Europeans called Afrikaners had the best treatment of all races; after much time Mandela was elected President and apartheid had ended)
- Includes few relevant facts, examples, and details (*woman's rights*: "The Suffragette"; the National Union of Women's Suffrage Societies; "Fourteen Reasons for Supporting Women's Suffrage"; *anti-apartheid*: races were segregated; apartheid; police and army; dogs)
- Demonstrates a general plan of organization; includes an introduction that discusses that obtaining equality worldwide among race or gender is a difficult process and a brief conclusion that advises one should never give up when trying to achieve a goal

**Conclusion:** Overall, the response fits the criteria for Level 2. A few statements of relevant outside information strengthen the response. However, a reliance on quotations from the documents and a lack of further explanation weaken the effectiveness of the response.

Throughout history there have been many protests. The ones that are stated in this essay are all non-violence protests. Although when the governments feels as though their pride is at stake they stope to violence.

April 7, 1989 students crowded Tianamen Square to mourn the death of Hu Yaobang, former General Secretary of the Communist party. Over the next days, the students <sup>boycott</sup> classes and organize into unofficial student unions, to achieve freedom of press and other reforms. Starting unions is an illegal act in china. During the visit of Gorbachev <sup>May 13,</sup> about 160 students begin a hunger strike in Tiananmen Square.

On June 3<sup>rd</sup> army tanks rumbled through the capital's streets. As they moved into the square from several directions, they began to fire randomly on unarmed protesters. The government used an extremely violent

response to the peaceful mass protest.

There were also many protests in South Africa during apartheid. These protests were mainly held by the ANC and Nelson Mandela for anti-apartheid. They used a massive civil disobedience campaign. In response the government brought Mandela on trial for his role in the campaign. On June 16, 1976 students in Soweto protested that all classes should be taught in Afrikaans. 8:15 in the morning students marched out of five schools in Soweto, intending to protest the Afrikaans issue in a mass meeting at the Orlando football stadium. The police and the army were there to stop the students from getting to the stadium. They intervened by setting dogs onto the kids. This is another example of how when the government gets

Stuck they use violence to attempt to solve their problems.

In history protests usually solve the problem thats occurring. Some end with good results, some just end up with deaths. No matter what, there will always be protests, because there will always be problems within the government.

**Anchor Level 2-B**

**The response:**

- Minimally develops all aspects of the task for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is primarily descriptive (*prodemocracy*: on April 7, 1989 students crowded Tiananmen Square to mourn the death of Hu Yaobang, former General Secretary of the Communist Party; students boycotted classes and organized into unofficial unions to achieve freedom of the press and other reforms; starting unions is an illegal act in China; the government used an extremely violent response to the peaceful mass protest; *anti-apartheid*: protesters used a massive civil disobedience campaign; the government put Mandela on trial for his role in the campaign; students in Soweto protested that all classes would be taught in Afrikaans)
- Incorporates limited relevant information from documents 4, 5, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*prodemocracy*: Gorbachev; hunger strike in Tiananmen Square; army tanks; unarmed protesters; *anti-apartheid*: ANC; Nelson Mandela; Orlando Football Stadium; police and army; dogs) includes a minor inaccuracy; (*prodemocracy*: April 7 students crowded Tiananmen Square)
- Demonstrates a general plan of organization; includes an introduction that states although protests might start out as nonviolent, the government might use violence when their pride is at stake and a conclusion that states there will always be problems with the government that will lead to protests

**Conclusion:** Overall, the response fits the criteria for Level 2. The response is constructed of logically organized information selected from the documents and demonstrates a limited understanding of the task. Gaps occur in the chronology due to a lack of outside information. This is especially apparent in the discussion of the anti-apartheid movement in South Africa.

Throughout the years there has been many protests against the government by people who believe the government is not being fair. Protests have happened for many reasons in just about every country. Some protests include the women's right movement in Great Britain, the prodemocracy movement in China, and the antiapartheid movement in South Africa. Following each of those protests came a major government response.

The women of Great Britain protested for their right to vote in the women's right movement in Great Britain. Document one states many reasons why women should be granted the right to vote. One reason was because they abide by the law so they should have a say as to who makes the law. Also the women do not have anyone in Parliament who can directly enforce their wishes. Also, laws passed to benefit women are not consulted with women to ensure they will benefit from them. And lastly, if women cannot vote, it lowers their common position in estimation. In order to enforce their wishes, women ~~protested~~ protested by taking petitions in their hands to the door of the House of Commons. The House of Commons considered these women <sup>to be</sup> making a nuisance of themselves. ~~So~~ So, the people threw the women

in jail. Then, to the government's surprise, more and more women joined ~~instead~~ <sup>instead</sup> of giving up like they hoped (Doc 3). Every country has had a women's right problem.

The pro-democracy movement in China was a student protest. Document four shows a timeline with major events involving the pro-democracy movement. On April 17, 1989 students called for their freedom of press and other reforms. The same year on April 22, students boycotted classes and organized into unofficial student unions. Which student unions were an illegal act in China. On May 13 about 160 students began a hunger strike citing the government's failure to respond to their request for dialogue. Then, finally, on June 2, 1989 the Party elders approve the decision to put down the "counterrevolutionary riot." Also, besides the freedom of speech, students wanted to resignations of Li Peng and Deng Xiaoping. This is due to the many problems China was facing. One which was extreme inflation (Doc 5). Other people joined in the protest. Document six states that troops were sent and killed or injured many innocent people.

The anti-apartheid movement in South Africa was just yet another protest. The ANC

or African National Congress launched a campaign for the Defiance of Unjust Laws in 1952. Mandela was the elected National Volunteer-in-Chief. The "Defiance Campaign" was conceived as a mass civil disobedience campaign that would snowball from a core of selected volunteers to involve more and more ordinary people, culminating in mass defiance (Doc: 8). Mandela was put on trial for his role in it. Bongani Mkhabela planned a student march in Soweto. They marched out of schools. The police and the Defense Force was there to try and stop them. The set dogs on the students. Nthato Motlana (who was also a part of it) said that he saw a lot of courage from the students, especially from the girls (Doc: 9).

Protest in ~~the~~ countries never end without a consequence. Whether it be small or big, all have some aftermaths. Some protests were the women's right movement in ~~the~~ Great Britain, the pro-democracy movement in China, and the anti-apartheid movement in South Africa. People protest to change unfair things. Many protests have occurred around the world, throughout the years.

## Anchor Level 2-C

### **The response:**

- Minimally develops most aspects of the task by discussing the woman's rights movement in Great Britain and the prodemocracy movement in China
- Is primarily descriptive (*woman's rights*: there were many reasons why women should be granted the right to vote; if they had to abide by the law they should have a say as to who makes the law; women did not have anyone in Parliament who could directly enforce their wishes; women were not consulted about laws passed to benefit them; the House of Commons considered the women who brought petitions to be a nuisance and they were thrown in jail; more and more women joined the movement which surprised the government; *prodemocracy*: students called for freedom of the press and other reforms; boycotted classes and organized into unofficial illegal unions; wanted resignations of Li Peng and Deng Xiaoping)
- Incorporates limited relevant information from documents 1, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*woman's rights*: protested for the right to vote; taking petitions to the House of Commons; *prodemocracy*: hunger strike; Party elders; "counterrevolutionary riot"; troops killed or injured many innocent people)
- Demonstrates a general plan of organization; includes an introduction that states protests have happened in almost every country for many reasons and a conclusion that states people protest to change unfair things but protests never end without consequences

**Conclusion:** Overall, the response fits the criteria for Level 2. Three protest movements are addressed; however, only the first two can be rated. A reiteration of document information, especially in the case of documents 1 and 4, forms the basis of the response. Although most aspects of the task are referenced, a limited understanding of protest movements is indicated.

Throughout history Government policies and actions have been unfair to some people causing them to rise in groups and protest against the Government. Two locations this has occurred in are the Prodemocracy movement in China and the anti-apartheid movement in South Africa. The Governments of these countries have done many things to make people angry such as giving unequal rights or racial separation.

In China students were not happy with how the government was formed.

The students formed a protest of 100,000 at Tiananmen Square demanding democracy (Doc 4) and freedom of speech in addition to the resignations of Le Ping and Deng Xiao Ping (Doc 5). In response to the protests the Chinese government brought in military force to end the protests. (Doc 6)

In Africa the National Party that believes in apartheid under takes protecting the white race property and effectively and wants each race to be separate to develop in its own way. (Doc 7). To get rid of apartheid and the policy the ANC launched the campaign "defiance of unjust laws" which was a massive civil

Disobedience Campaign (Doc 8) In response to uprisings in Africa the Govt Brought in Military force to end uprisings and protests. (Doc 9)

This is how in history Government actions Cause People to protest and How the Government will use massive force to stop it.

Anchor Level 1-A

**The response:**

- Minimally develops some aspects of the task for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is descriptive (*prodemocracy*: students protested at Tiananmen Square and demanded democracy and freedom of speech in addition to the resignations of Li Peng and Deng Xiaoping; *anti-apartheid*: the National Party wanted each race to be separate to develop in its own way; the African National Congress launched the campaign “Defiance of Unjust Laws” which was a massive civil disobedience campaign to get rid of apartheid;); includes faulty and weak application (*prodemocracy*: students formed a protest of 100,000)
- Includes minimal information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*prodemocracy*: military force to end the protests; *anti-apartheid*: military force to end uprisings and protests)
- Demonstrates a general plan of organization; includes an introduction that mentions how government policies and actions have been unfair to some people and a one sentence conclusion that states government actions cause people to protest and the government uses massive force to stop it

**Conclusion:** Overall, the response fits the criteria for Level 1. Isolated statements from the documents are strung together to address most aspects of the task. Although the response is limited in scope and lacks development, it does attempt to address the theme.

Throughout history, protest movements have formed in response to government policies and actions. Some examples of the protest movements are the woman's rights movement in Great Britain, and the prodemocracy movement in China. I am going to be talking about the woman's rights movement.

The woman's rights movement in Great Britain was a very interesting thing. The woman's rights movement was a protest about woman having the right to vote. One reason why woman wanted the right to vote was if they had to obey the laws then they would be able to have a ~~choice~~<sup>voice</sup> in choosing those who make the law. Another way woman's tried to get the right to vote by writing in newspapers and calling it the Suffragette. Also one more thing the woman would do was make a nuisance of themselves.

Throughout history, protest movements have formed in response to government policies and actions. One example of the protest movements was the woman's rights movement. The woman's rights movement was a very interesting thing.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task for the woman's rights movement in Great Britain
- Is descriptive (*woman's rights*: women felt if they had to obey the laws then they should be able to have a voice in choosing those who make the laws; women made a nuisance of themselves)
- Includes minimal information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*woman's rights*: right to vote; newspaper called "The Suffragette")
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response is composed of brief document statements about the women's rights movement in Great Britain. Although the government response to the protest movement is not addressed, the included information indicates a limited understanding of the task.

Many government policies and actions can lead to anger from its people. Even protest movements have happened as a result of the people not agreeing with the government. Some protests however like the 1989 Massacre in Tiananmen Square due to the prodemocracy movement, and the stopping of protesters in South Africa due to the antiapartheid movement has prompted extreme government response. Many of the governments responses has resulted in the loss of innocent life. However many of these protests were peaceful. The government just didn't like the challenging of their ways.

China was and still is a communist government. It follows many of the Marxist ideas of communism and in doing so limits many of the peoples rights. Freedom of Speech and press are outlawed in a communist government. In China many of its students studied abroad and learned about democracy from there travels and saw the difference between democracies freedom and communisms strict laws. Students began marching/gathering in Tiananmen Square in April after the death of Hu Yaobang who was

a voice for anti-corruption and political freedom. Eventually more and more students/protesters converge on Tiananmen Square asking for freedom of the press and democratic reforms. The situation became even more intense when Horbacher came to Beijing. The protestors understood that the world media was focused on Beijing with Horbacher's visit and this was their chance. They then started a hunger strike. All of this continued without government intervention because the government couldn't decide on the right course of action until June 2 when the government decided to put down the counter-revolutionary riot. (Doc 4) Tanks and armed men converged on the peaceful protestors and fired on them. The order was to clear the streets by dawn. It is estimated by some that thousands of people were killed though the government denies it and says that only hundreds were killed. People were carried away in bicycles rickshaws trying to find a place to help the wounded. (Doc 6) Many hospitals couldn't keep up with the growing number of people. The protest was "put

down" and the rebellion crushed. This is one movement that didn't get there way and a horrific massacre ensued because of it.

South Africa was governed by the whites who repressed the blacks living there under a system called Apartheid. The whites felt they needed Apartheid to be safe. Things like separate schools, different bathrooms and jobs were forced on the blacks. Eventually blacks could only travel so long as they had a passbook which carried their whole identity in it around and blacks were relocated to certain designated areas. South Africa was separated into white and non-white groups. (Doc 7) All the while the black population is getting angry and started fighting using the African National Congress or ANC. It launched its Defiance of Unjust Laws campaign in 1952 which was headed by Nelson Mandela. The campaign was about mass civil disobedience. Though it was peaceful Mandela was still brought to trial for the campaign. (Doc 8) Another peaceful protest was in Sharpsville however the government responded by killing

innocent men, women, and children to stop it. Mandela continued opposing the government until he was jailed for his actions. He spent more than 20 years in jail and it was only after F W de Klerk released him that the people of South Africa truly rejoiced. After Mandela was released, ~~the~~ white South Africans voted to hold the first multi-racial free election. De Klerk and Mandela even won a Nobel Peace Prize for their efforts in South Africa. Mandela went on to become the first black President. Thankfully even though the government used killing tactics to try and oppress the protesters, the protesters still won and brought major change to South Africa.

Many movements/protests to the government can end badly. Though some protests fail others can flourish and bring good change to a land. Some on the other hand had failed and caused an even worse situation than before. Not all government responses are the same and not all protests are peaceful. All you can do is hope that the outcome of the event is better for all of the people.

Throughout history, protest movements have formed in response to government policies and actions. Two examples of protest movements are the woman's right movement in Great Britain and the anti-apartheid movement in South Africa.

The woman's right movement was a protest for women to have the same rights as men. In Document 1 it states "Parliament cannot fully reflect the wishes of the people, when the wishes of women are without any direct representation." People thought women should stay home and work as mothers. They didn't need to vote or have jobs. Also in Document 1 it states "to deprive women of the vote is to lower their position in common estimation..." Women were not being treated the same as men. One way women protested to have rights was to march. Posters such as the one in Document 2 were placed around cities saying "March on." Since people thought women didn't have rights, ~~the~~ the women were thrown in prisons for protesting. This is mentioned in Document 3.

In South Africa, an apartheid was set up. Whites took control of South Africa. Many

Africans were sick of being controlled by foreigners so they set up a protest called the anti-apartheid. In document 7 ~~it states~~ it talks about the separation of white and blacks. This was not fair to the Africans because it was their homeland and they should be in control of it. Nelson Mandela tried to change this. In document 8 it states "The ANC (~~the~~ African National Congress) launched its Campaign for the ~~Defiance~~ Defiance of Unjust Laws in 1952, Mandela was elected National Volunteer-in-Chief." Another way Africans protested against the apartheid was a protest ~~of~~ <sup>against a policy in which</sup> ~~mandated~~ <sup>government</sup> ~~that~~ all classes were mandated to be taught in Afrikaans, the language of South African whites. This is mentioned in document 7. ~~Also Africans~~ Africans walked out of classes to protest this.

The women's ~~own~~ right movement and the anti-apartheid movement ~~are~~ were both protests. The government reacted differently. During the women's right movement the government threw women protesters in jail. During the anti-apartheid the government and Army released dogs. This is mentioned in document 9.

Throughout history, protest movements have formed in response to government policies and actions. There are many unfair or possibly inhumane laws passed that lead to a reaction from the citizens. Government is the main reason protests happen in a country or city. Two protest movements are the woman's rights movement in Great Britain and the antiapartheid movement in South Africa.

In Great Britain, the women were clearly unhappy and thought that they were being undermined. The women felt they were just as intelligent as men and also just as strong willed. But women were denied rights for a numerous amount of years. So they, as a group, decided to finally take a stand and make a change. According to doc 1 the National Union of Women's Suffrage Societies believed one reason women should have the right to vote is because to deprive women of the vote is to lower their position in common estimation. Women saw themselves as equal to men. Why should they be given a lower position? Women were infuriated that they didn't have the right to vote. Why should they let men make all of the important decisions in society, while they had to agree with everything the men chose? If women were not happy with the elected "man," they couldn't do anything about it because they lacked voting power. They felt politically unimportant to the world and their country yet they were actively participating in the economy and society. At this point, many women were working alongside men in the factories. In order to fix this problem, they had to take action. According to doc 2, one action women in Great Britain took to obtain rights was to write articles in the paper called The Suffragette. The Suffragette encouraged people to join marches for womens rights. The more supporters they had, the more easily they hoped they could influence the government. According to doc 3, Emmeline

Pankhurst said one action British women took to draw attention to their issues was women made petitions and took them to the govt. Unfortunately, the govt. didn't respond well to this, and the govt. threw many of the women in jail. They didn't mind being thrown in jail though. Instead of being timid and afraid, more and more women took petitions to the govt. They hoped that the large number of imprisoned women would overwhelm the govt and bring public opinion to support their cause. It would be a while before women got rights. Their efforts and support for their country during WWI helped them. Their strong will and sacrifices eventually helped them accomplish their very important goal.

In South Africa, Black South Africans were very disgusted with the behavior and actions of the South African white people and the white government. The whites acted with such cruelty and viciousness toward black South Africans. The idea of it made the black South Africans sick. According to doc 7 the National Party justified its racial policy by saying that separation of the white races and non-white racial groups is the only way the character and the future of each race can be protected. They felt that white culture had to be safeguarded. Clearly, in their minds the white race was superior as they referred to black South Africans as one of the "non-white racial groups." White people in South Africa felt superior over black South Africans. Whites mistreated them not only verbally, but physically as well. They would shoot, hit, throw things, and imprison black South Africans. There was a group called the ANC, the African National Congress, who fought very hard to end the segregation and mistreatment that was established by apartheid laws. Apartheid was a series of laws of extreme segregation that were created by the white Nationalist

govt in the 1940s. These laws separated whites and blacks in terms of where they could work, live and almost every other part of life. They had led to black South Africans being mistreated. Nelson Mandela was one of many leaders of the ANC. He strongly fought for an end to the apartheid in South Africa. According to doc. 8 one action that the ANC and Nelson Mandela took to stop the unfair white nationalist govt was that they traveled the country organizing resistance to discriminatory legislation. As a result Mandela and some of the other ANC members faced jail time. While his sentence was suspended for this action, eventually Mandela was put in prison and he stayed there for over 25 years. But this didn't stop the protesters. According to doc. 9 students in Soweto were protesting a law that stated that black South Africans must be taught in Afrikaans. The white nationalist govt responded to the protest by sending in the army, police, and dogs to stop the students. As a result, many black South African students were wounded and killed. After years of protests, the white South African govt freed Mandela and worked to end apartheid. Eventually the anti-apartheid movement was a success and the black South Africans achieved their goal.

Protest movements usually take a long time to achieve the main goal. Some are a success and sometimes a turning point in history. The motivated protesters fight for what they believe in and will take many actions to get what they want. Everyone should learn from the strong-hearted and honorable protesters in history.

Two protest movements mentioned in history, that formed in response to government policies and actions are, The Woman's Rights movement in England, and the Prodemocracy movement in China. Both movements were beneficiaries in the end but took time and effort to get there. The government officials took different policies to try and stop the protests. In England women were jailed, in China unarmed protesters were shot.

The Woman's Rights movement was started so that women could gain equal rights. They (women) would march as a sign of protesting the rights they were denied. The government responded to this protesting by jailing women for making a nuisance of themselves. These women weren't breaking any laws but were jailed anyway.

The Prodemocracy movement started as a mourning of a former General Secretary of the Communist Party and escalated to a hunger-strike. The students strike reached public support. These students were striking because

the government denied their requests for dialogue. The government responded by bringing in the army and shooting unarmed citizens (protesters).

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Throughout all of history many protests have occurred against government policies and actions. Protests are a way for the people to get their word across to the government. These protests can be either peaceful or violent and the government's responses to these protests can also be either peaceful or violent sometimes even causing harm to the demonstrators. Two examples of major protests that have occurred is the pro-democracy movement in China in Tiananmen Square and the apartheid movement in South Africa. Both of these protests were for different movements and both resulted in different government responses.

In 1989, student demonstrators gathered in Tiananmen square to protest against the Chinese government. They were a pro-democratic movement that wanted political reform against the Communist government. In addition to democracy the students also want freedom of speech, and

the <sup>resignation</sup> ~~registration~~ of Li Peng and Deng Xiaoping (Doc 5). These leaders were seen by the students as severe opponents to democratic change (Doc 5). The students went about protesting by at first coming to Tiananmen Square to mourn the death of Hu Yaobang, the former general secretary of the Communist party. (Doc 4). To the students, he was a symbol of anti-corruption and ~~the~~ political reform (Doc 4). From April 22<sup>nd</sup> to May 3<sup>rd</sup>, more than 100,000 students came to Hu Yaobang's memorial service, and then boycotted classes, and formed unofficial student unions. Both of these actions are illegal in China. (Doc 4). On May 13<sup>th</sup>, about 160 students began a hunger strike, which draws broad public support. (Doc 4) The government's response to these actions was a violent one. On June 3<sup>rd</sup>, Army tanks rolled into Tiananmen Square and randomly fired at the students (Doc 6). Residents were shocked at the Army's sudden and extreme response, and the injured had to be rushed to the hospital (Doc 6). The students had started what had been a peaceful protest but the government's response ended it in death and destruction.

Another major protest movement that occurred in history was the apartheid movement in South Africa. The general principles of the apartheid movement

established by the National Party in 1948 was the separation of white and non-white racial groups. The National Party's excuse for this separation was so the character and future of each race could be protected and safeguarded, as well as allowing each race to develop its own national character, aptitude, and calling. Under apartheid black South Africans were forced to live in separate areas from white South Africans. They were given terrible land called homelands. They weren't even given the right to vote. Black South Africans suffered under apartheid. (Doc 7). To protest the apartheid policies the African National Congress launched a campaign for the Defiance of Unjust Laws in 1952. (Doc 8). Nelson Mandela was the leader of this campaign. He advocated a peaceful course of action and to avoid all violence (Doc 8). Mandela traveled the country organizing resistance to the discrimination (Doc 8). Another way the people protested was the students had a demonstration in Soweto in 1976 (Doc 9). Students marched out of five schools intending to protest against a government policy that all classes be taught in Afrikaans, the language of whites (Doc 8).

The law particularly bothered black South Africans because it would limit educational opportunities even

more. The government intervened to this protest by having the Defense Force come in and try to stop the students from going into Orlando ~~Stadium~~ <sup>Stadium</sup>. The Defense Force let out dogs on the students but the students showed real courage and were able to stand up for what they believed in (Dec 9). The students protest was a very important moment in history and helped in eventually ending the separation of whites and non-white in South Africa.

After many protests white South Africans gave up their absolute power and allowed for fair elections in which all South Africans, black and white, could vote.

These are just a few of the many protest movements that have occurred in history. They occurred for different reasons and brought about different responses. In the end, both of these protests did help to bring about what they had been protesting for. It is the people's way of having a voice in the government.

## Practice Paper A—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is more descriptive than analytical (*prodemocracy*: the situation in Tiananmen Square became more intense when Gorbachev came to Beijing; the hunger strike continued because the government could not decide on a course of action; the wounded were carried away on bicycles and rickshaws; *anti-apartheid*: whites felt they needed apartheid to be safe; although the Campaign was about mass civil disobedience and was peaceful, Mandela was still brought to trial; even though the government used killing tactics to stop the protesters, the protesters still won and brought many changes to South Africa)
- Incorporates some relevant information from documents 4, 6, 7, and 8
- Incorporates relevant outside information (*prodemocracy*: China was and still is a communist government; following Marxist ideas of communism limited many of the people’s rights; freedom of speech and press are outlawed; many Chinese students studied abroad and learned about democracy from their travels and saw the difference between the freedom of democracy and the strict laws of communism; protesters understood that the world media was focused on Beijing with Gorbachev’s visit and this was their chance; the army’s order was to “clear the streets by dawn”; it is estimated by some that thousands of people were killed although the government denies it and claims that only hundreds were killed; *anti-apartheid*: separate schools, different bathrooms and jobs were forced on blacks; eventually blacks could travel only if they had a passbook which carried their identity; Sharpesville was a peaceful protest but the government responded by killing innocent men, women, and children; Mandela continued opposing the government until he was jailed for his actions; he spent more than 20 years in jail)
- Includes some relevant facts, examples, and details (*prodemocracy*: Hu Yaobang; anti-corruption and political freedom; counterrevolutionary riot; peaceful protesters; *anti-apartheid*: South Africa colonized by whites; oppressed blacks; ANC; Defiance of Unjust Laws Campaign)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss that not all protests are peaceful and not all government responses are the same

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a general understanding of both protest movements. The use of good historical details and outside information strengthen the response; however, the lack of analysis weakens the development of the theme.

## Practice Paper B—Score Level 2

### **The response:**

- Minimally develops all aspects of the task for the woman’s rights movement in Great Britain and the anti-apartheid movement in South Africa
- Is primarily descriptive (*woman’s rights*: Parliament cannot fully reflect the wishes of the people when women are without any direct representation; women were thrown in prison for protesting since people thought women did not have rights; *anti-apartheid*: apartheid was not fair to the Africans because it was their homeland and they should be in control of it; Africans walked out of classes in protest; the army released dogs); includes faulty and weak application (*woman’s rights*: misapplication of Document 2; *anti-apartheid*: many Africans were sick of being controlled by foreigners so they set up a protest called anti-apartheid; continued reference to Africans instead of South Africans)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents little relevant outside information (*woman’s rights*: people thought women should stay home and work as mothers; women did not need to vote or have jobs)
- Includes few relevant facts, examples, and details (*woman’s rights*: protest; women marched; government threw women protesters in jail; *anti-apartheid*: whites took control of South Africa; blacks and whites were separated; Nelson Mandela tried to change apartheid; African National Congress; Defiance of Unjust Laws; National Volunteer-in-Chief; Afrikaans)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that mentions the government response to each protest movement

**Conclusion:** Overall, the response fits the criteria for Level 2. The response is framed primarily by document information. However, quotations from the documents are strengthened by brief statements of explanation. A minimal understanding of the theme is demonstrated.

## Practice Paper C—Score Level 4

### **The response:**

- Develops all aspects of the task for the woman’s rights movement in Great Britain and the anti-apartheid movement in South Africa
- Is both descriptive and analytical (*woman’s rights*: if women were not happy with the elected “man” they could not do anything about it because they lacked voting power; women felt politically unimportant to the world and their country yet they were actively participating in the economy and society; “The Suffragette” encouraged people to join marches for women’s rights; the more supporters women had, the more easily they could influence the government; *anti-apartheid*: black South Africans were disgusted with the behavior and actions of South African white people and government; apartheid laws led to black South Africans being mistreated; whites in South Africa mistreated black South Africans not only verbally but physically as well)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*woman’s rights*: women hoped that large numbers of imprisoned women would overwhelm the government and bring public opinion to support their cause; their efforts and support for their country during World War I helped them; with their strong will and sacrifices women eventually accomplished their goal; *anti-apartheid*: apartheid laws separated whites and blacks in terms of where they could work, live, and almost every other part of life; eventually Mandela was put in prison and stayed there for over 25 years but this did not stop the protesters; many black South Africans were wounded in Soweto; after years of protests, the white South Africans freed Mandela and worked to end apartheid)
- Supports the theme with relevant facts, examples, and details (*woman’s rights*: National Union of Women’s Suffrage Societies; women given a lower position; petitions; government threw women in jail; *anti-apartheid*: African National Congress; extreme segregation; white nationalist government; Mandela organized resistance; Afrikaans; army, police, and dogs)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how government is the main reason protests happen in a country or city and a conclusion that discusses how protests motivate people to fight for what they believe in

**Conclusion:** Overall, the response fits the criteria for Level 4. Although outside information is somewhat limited, the inclusion of appropriate document information and some well-placed analytical statements in the discussion demonstrate a good understanding of these protest movements and their outcomes.

## Practice Paper D—Score Level 1

### **The response:**

- Minimally develops all aspects of the task for the woman’s rights movement in Great Britain and the prodemocracy movement in China
- Is primarily descriptive (*woman’s rights*: the movement was started so that women could gain equal rights; women would march as a sign of protesting the rights they were denied; the government jailed women for making a nuisance of themselves; women were not breaking any laws but were jailed anyway; *prodemocracy*: students were striking because the government denied their requests for dialogue; government responded by bringing in the army)
- Includes minimal information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*woman’s rights*: jailed in England; *prodemocracy*: unarmed protesters shot in China; General Secretary of the Communist Party; student’s hunger strike)
- Demonstrates a general plan of organization; includes an introduction that states both protest movements were beneficial in the end and government officials used different policies to end them and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Lack of development weakens both the thesis statement that protests take time and effort, and the statement of comparison about government efforts in both protests. Although an attempt is made to address the task and use the documents, the information presented lacks sufficient explanation.

## Practice Paper E—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the prodemocracy movement in China and the anti-apartheid movement in South Africa
- Is more descriptive than analytical (*prodemocracy*: Hu Yaobang was a symbol of anti-corruption and political reform; students began a hunger strike which drew broad public support; residents were shocked at the army's sudden and extreme response; students had started what had been a peaceful protest but the government's response ended it with death and destruction; *anti-apartheid*: the National Party's excuse for separation was so that the character and future of each race could be protected and safeguarded; Mandela advocated a peaceful course of action; students in Soweto showed real courage and were able to stand up for what they believed in; student protests eventually helped in ending the separation of whites and non-whites in South Africa)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*anti-apartheid*: black South Africans were forced to live in separate areas from white South Africans and were given terrible land called homelands; black South Africans were not given the right to vote; the law that all classes be taught in Afrikaans particularly bothered black South Africans because it would limit educational opportunities even more; white South Africans gave up their absolute power and allowed for fair elections in which all South Africans, black and white, could vote)
- Includes some relevant facts, examples, and details (*prodemocracy*: Tiananmen Square; freedom of speech; resignations of Li Peng and Deng Xiaoping; boycotted classes; unofficial student unions illegal in China; army tanks fired on students; *anti-apartheid*: ANC; Defiance of Unjust Laws in 1952; Mandela organized resistance; Defense Force; Orlando Stadium)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how protests can be either peaceful or violent and a conclusion that states that protests are the people's way of having a voice in the government

**Conclusion:** Overall, the response fits the criteria for Level 3. Although the discussion of both protest movements relies extensively on document information, it is organized into a logical explanation that demonstrates an understanding of the task. Some well-placed relevant outside information about the anti-apartheid movement in South Africa strengthens the response.

# Global History and Geography Specifications August 2012

## Part I Multiple Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Science and Technology	Standards 2, 3, and 4: World History; Geography; Economics
Document-based Essay	Change; Human Rights; Justice; Power; Conflict; Citizenship; Diversity	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 August 2012 Regents Examination in Global History and Geography* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.**

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

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

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