

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

GLOBAL HISTORY AND GEOGRAPHY

Tuesday, August 17, 2010 — 12:30 to 3:30 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 <http://www.emsc.nysed.gov/osa/> 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 at least one more time before the final scores for the examination are recorded.

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF **2**
MC & THEMATIC

Global History
and Geography
August 17, 2010

Part I

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Mechanics of Rating

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

Scoring the Part I Multiple-Choice Questions

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

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.

Global History and Geography
Content-Specific Rubric
Thematic Essay
August 2010

Theme: Nationalism

Throughout history, nationalist movements have begun in different countries and regions with the hope of achieving either unification or independence. The results of these movements have been mixed.

Task: Select *one* country *or* region and

- Describe the historical circumstances that led the people of this country or region to begin a nationalist movement
- Describe a goal of the nationalist movement
- Discuss a method used to achieve this goal
- Discuss the results of this nationalist movement on this country or region

You may use any country or region from your study of global history. Some suggestions you might wish to consider include Germany, Kenya, India, China, Latin America, the Balkans, and the Middle East.

Do *not* use a nationalist movement in the British North American colonies or the United States in your response.

Scoring Notes:

1. This thematic essay has a minimum of *five* components (the historical circumstances that led to the nationalist movement in a specific country *or* region, a goal of the movement, a method used to achieve this goal, and *at least two* results of the movement on that country or region).
2. The results of the movement may be immediate or long term.
3. As is the case with many historical topics, the nature and results of a nationalist movement is subject to point of view. The response may discuss a nationalist movement from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
4. Only *one* country *or one* region may be discussed in the response. If more than *one* country *or one* region is discussed, only the *first* country or region discussed may be rated.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led the people of a country or region to begin a nationalist movement, the goal of that movement, a method used to achieve that goal, and *at least two* results of this nationalist movement on the country or region.
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Germany*: connects the impact of the French Revolution and the Napoleonic Era to the growth of nationalism, contrasting the goal of national unity as seen by the Prussian leadership with the goal of liberal nationalists, discussing Bismarck's conduct of foreign policy in the 1860s and the issue of whether the unification of Germany meant one people united under one government or the preservation and expansion of traditional Prussian autocracy, and discussing militarism as it relates to the manner in which France was treated in 1871 and the desire for French revenge that led up to World War I
- Richly supports the theme with relevant facts, examples, and details, e.g., *Germany*: Zollverein; Frankfurt Assembly; revolutions of 1830 and 1848; Hohenzollern; Prussia; Junkers; Wilhelm I; realpolitik; blood and iron; Schleswig-Holstein; Seven Weeks War; Ems Dispatch; Franco-Prussian War; German Empire
- 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 some aspects of the task more thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Germany*: discusses the increasing popularity of nationalism throughout Europe in the early 1800s, especially the desire for a nation-state—one people under one government, relating how earlier nationalist revolutions failed to achieve a united Germany, how Bismarck unified Germany using intrigue and war, and how Germany came to be identified as Europe’s predominant military power, including the emergence of Germany as an industrial power
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

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

Score of 3:

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

Score of 2:

- Minimally develops *all* aspects of the task *or* develops some aspects of the task in little 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.

Nationalism is a feeling that has commonly developed in several nations throughout history. In general, nationalists feel intense patriotism and love for their fatherland, and often put the good of the state over their own personal desires. One goal that several different nationalists have tried to achieve is the unification of a particular country or region. 19th century Germany is a prime example of how nationalism can lead to unification.

Germany emerged out of the Congress of Vienna as ~~the~~ loosely united German Confederation, which was led by Austria. Nationalism arose when certain individuals felt that Germany would be a much stronger country if the states were combined in a more powerful union. It was clear at this point that the goal of German nationalists was to create a strong and united Germany. The ^{real} first attempt at uniting took form as the Frankfurt Assembly, where the German parliament offered the king of Prussia the throne of a newly united Germany. The king refused, and it seemed for the moment that Germany may never unite completely.

The next attempt at uniting Germany came when a young politician named Otto Von

Bismarck rose to power. Bismarck was descended from great Prussian nobility, and had great nationalist feelings for his country. After seeing the success that occurred when the German states united under Prussia in the Zollverein, or customs union, Bismarck envisioned a completely united Germany under Prussia's leadership. To achieve that his goal, Bismarck followed the philosophy of change by "blood and iron," meaning that war was the way to guarantee that one's goals were successful.

The first step on Bismarck's road to unification was to greatly strengthen the German military. Bismarck approached Parliament for permission and aid, but was quickly refused. Greatly determined, Bismarck took matters into his own hands, and defied Parliament's orders, and went ahead expanding and ~~training~~ training the German army. After Bismarck had a large, disciplined army, his next step was to unite with Austria over the issue of Schleswig-Holstein, two territories in Denmark that with predominantly German populations that Germany felt it deserved. After quickly defeating Denmark and splitting the territory with Austria, Bismarck

At the start of the Austro-Prussian War, Bismarck knew that he must goad Austria into a war, to ensure Prussia ^{was} ~~is~~ the strongest German state. Disguising his motives as a dispute over how Austria governed its territory, ^{Prussia} Bismarck defeated the Austrians and formed, with the North German states, the North German Confederation. To attract the Southern States, Bismarck knew that he must defeat Catholic France, but needed a reason to start a war. ~~with~~ He solved this problem by sending the king of France an insulting letter, known as the Ems Dispatch, causing France to declare war on ~~Germany~~ ^{Prussia} ~~Germany~~ ^{Prussia}. Prussia defeated France in the Franco-Prussian War, which allowed the Southern States to join the North and create a completely united Germany.

As a result of the German Nationalist unification movement, Germany emerged in the late 19th century as ~~one of~~ Europe's most powerful and dominant force. Boasting a thriving economy and ferocious military, Germany was considered a force to be reckoned with. Germany's increasing power and future nationalist goals will become one of the causes of World War I in the 20th century. In short, Germany

unification (land of power) united Germany, but
would ultimately disrupt the European balance of
power.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing historical circumstances that led people of Germany to begin a nationalist movement, a goal of this movement, a method used to achieve this goal, and results of this nationalist movement during and following the unification of Germany in the 19th century
- Is more analytical than descriptive (nationalism arose when certain individuals felt Germany would be stronger if combined in powerful union; first attempt at uniting when the German Parliament offered the Prussian king the throne of a united Germany; after seeing success when German states united under Prussia in customs union, Bismarck envisioned a completely united Germany under Prussia's leadership; Bismarck took matters into his own hands, defied Parliament's orders, and went ahead expanding and training the army; united with Austria over issue of Schleswig-Holstein; goaded Austria into war to prove Prussia was the strongest German state; Prussia defeated France in the Franco-Prussian War to join south and north and create a completely united Germany; as a result of German nationalist unification movement, Germany emerged as Europe's most powerful and dominant state, boasting a thriving economy and ferocious military; increasing power and future nationalist groups became one of the causes of World War I; created a powerful united Germany but would ultimately disrupt European balance of power)
- Richly supports the theme with relevant facts, examples, and details (Congress of Vienna; loosely united German Confederation led by Austria; Frankfurt Assembly; Prussian nobility; Zollverein; blood and iron; Schleswig-Holstein; Denmark; North German Confederation; Ems Dispatch); includes a minor inaccuracy (king of France instead of emperor)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: The response fits the criteria for Level 5. Numerous examples demonstrate the manner in which Bismarck transformed Prussia geographically and politically into a European great power. A high level of analysis is evident throughout, especially in the conclusion which builds on the specific stages and results of German unification to offer insight on the portent of these events.

Nationalism among the peoples of a country or region can spread rapidly and assist in the accomplishment of a common goal. This has been true throughout the world, especially in previously colonized areas. India is one of these territories in which nationalism eventually diffused among all castes and led to a successful and largely nonviolent independence movement.

India's historical background was marked by oppression from the colonizer nation, Great Britain. The British expanded their colonization of India after they defeated the French during the Seven Years' War. With the defeat of the French, the British established a monopoly on one of India's most valuable and desired resources: cotton. The British had a mercantilist relationship with India through the British East India Company, importing cotton, making clothing and other cotton products, and selling them back to India. The British government continued this exploitation after taking direct control of India in 1857.

During World War I, many of India's educated elite and the Indian National Congress hoped that support for the British war effort would result in political and economic freedom. The British did not follow through with this but instead tried to tighten control through the Rowlatt Acts which restricted public assembly and allowed detention of the critics of British rule. This was not good enough for the Indian population, especially after the Massacre at Amritsar, in which General Dyer instructed

troops to fire at Sikhs peacefully protesting the Rowlatt Acts. This marked the end of support for gradual independence and now many wanted immediate independence.

The nationalist movement for independence was very different from other nations', but all the while just as successful. It would be a Western-educated Indian lawyer who led the nationalist movement to a nonviolent approach to revolution. Mohandas Gandhi encouraged nationalism among all Indians^{both}; the Hindu majority and the Muslim minority. His methods included civil disobedience, such as the Salt March, when many Indians marched to the shore lines to make their own salt, which under British law was illegal. Other methods included boycotts and protests. All of these were peaceful ways to get the Indians' foot across to the British. The demonstrations, boycotts, and acts of civil disobedience were increasingly effective.

After World War II, Great Britain freed India. Gandhi's goal of a free and united India remained unfulfilled. Ali Jinnah and the Muslim League had supported and worked for Indian independence. However, their goal had ^{been} become a separate Muslim state. In 1947, India became a predominantly Hindu India, Pakistan and East Pakistan (now Bangladesh) became ^a Muslim nation. ~~not~~ The nationalist movement was a success, but religious tensions resulted in violence between Hindus and Muslims. Mistrust between India and Pakistan continues to affect

relations between them today.

In conclusion, the nationalist goal of Indian independence successfully demonstrated the effectiveness of civil disobedience, protests, and boycotts. Independence showed that there were really two nationalist movements going on at the same time, one for an end to British rule and the other, resulting in division based on religious identity.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances for the nationalist movement in India, a goal, a method used to achieve this goal, and the results leading to Indian independence
- Is more analytical than descriptive (British expanded their colonization of India after they defeated France during the Seven Years' War; British established a monopoly on one of India's most valuable resources: cotton; during World War I, many of India's educated elite and the Indian National Congress hoped support for war would result in political and economic freedom; British tightened control through restricted public assembly and detention of critics; massacre at Amritsar meant an end for support for gradual independence and many wanted immediate independence; Gandhi encouraged nationalism among all Indians, both the Hindu majority and the Muslim minority; after World War II, Great Britain freed India; nationalist movement successful but Gandhi's goal of a united India was unfulfilled; Ali Jinnah and Muslim League worked for Indian independence but the goal had been separate Muslim state; religious tensions resulted in violence between Hindus and Muslims; mistrust between India and Pakistan continues to affect relations today; two nationalist movements were going on at same time, one to end British rule and the other resulting in division based on religious identity)
- Richly supports the theme with relevant facts, examples, and details (British colonization; monopoly; mercantilist relationship; British East India Company; Indian National Congress; Rowlatt Acts; General Dyer; nonviolent approach to revolution; Salt March; boycotts; protests; 1947)
- 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 features strong characterization of how 19th- and 20th-century circumstances and events shaped India's nationalist movement. Recognition of the unique value of Gandhi's philosophy of revolution in achieving independence is contrasted with the limitations of a movement that had multiple dimensions and goals.

In the waning days of European dominance a new force drove countries around the world to strive for independence. This new force is called nationalism. Nationalism is both a unifier of peoples and a divider of empires. With problems like competition and tension weakening late 19th century - early 20th century European control on the world, these nationalist feelings led leaders like Gandhi, Chiang Kai-shek, Ayatollah Khomeini, Kenyatta and others to break control of and throw off the yoke that was the West. One such region that experienced a revolution stemming from nationalism was Iran. The European control, both direct and indirect led to a united front against this control in Iran.

Even though greatly influenced by the Age of Imperialism, technically, Persia (Iran) was never "ruled" by Europe. Russian interest in Central Asia, coupled with Britain's control of the oil industry in the Middle East made Persia too dangerous a place to subdue for either side. So, like Thailand in Southeast Asia, Persia served as a buffer zone between the Imperialist powers. It was, however, divided into British and Russian spheres of influence. After World War II, Mohammed Reza Pahlavi became an ally of the West, especially the United States. By the 1970s the Shah had converted Iran's wealth from oil into a powerful military and an extravagant lifestyle for himself and his friends. However, he had come to rely on the

secret police to deal with his critics, and the majority of the people did not benefit from the country's wealth. Naturally, a people with a rich heritage of Persia would not stand for such insults. This nationalist unity was channeled by fundamentalist revolutionaries. The exiled Ayatollah Khomeini led a return to an Islamic nation in Persia that ruled itself and rejected foreign infidel power. This was one of the most significant nationalist movements of the 20th century.

Khomeini made many changes for the "new" Iran. As an Ayatollah, or religious (Islamic) leader in Persia, he instituted laws based on the Koran. For example, women were stripped of most of the few rights they had and were forced under the veil, both in dress and in living. He reformed the government to be a "republic," but it is hardly a democratic system with only one real party. His control of the oil helped Iran economically. Saddam Hussein saw the revolution as a chance to attack Iran, which led to a long war. Indirectly, this strengthened the Ayatollah's national movement by uniting Iran against an aggressive neighbor. He also bred a sense of hostility toward the West that led to events such as the little "stint" in the 1970s, where Iran held several Americans hostage, as well as the tension we feel with their possible obtaining of nuclear power today. You have to wonder whether or not this

fundamentalist replacement was better than the European-controlled Pahlavis.

Ever since this revolution, the world has been shaped by Islamic fundamentalism. The new regime may have both helped and hurt the revolution in Iran. It is only a matter of time until we may see the true effects of this Revolution.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing a method used to achieve a goal of the nationalist movement in Iran in less depth than the historical circumstances, a goal, and results of this movement
- Is both descriptive and analytical (in the waning days of European dominance, a new force drove countries around world to strive for independence; nationalism was both a uniter of peoples and a divider of empires; European control, both direct and indirect, led to a united front against this control in Iran; even though greatly influenced by the Age of Imperialism, technically, Persia (Iran) was never “ruled” by Europe; like Thailand in Southeast Asia, Persia served as buffer zone between imperialist powers; Mohammed Reza Pahlavi became an ally of the West, especially the United States; by the 1970s, the Shah had converted oil wealth into a powerful military and an extravagant lifestyle; nationalist unity was channeled by fundamentalist revolutionaries; return to Islamic nation that ruled itself and rejected foreign infidel power; many changes for the “new” Iran; women were stripped of most of the few rights they had and were forced under the veil, both in dress and in living; Saddam Hussein saw revolution as chance to attack Iran; war strengthened Ayatollah’s national movement by uniting Iran against an aggressive neighbor)
- Supports the theme with relevant facts, examples, and details (Gandhi; Chiang Kai-shek; Kenyatta; Russian interests in central Asia; Britain’s control of the Middle East; spheres of influence; secret police; Ayatollah Khomeini; “republic”; American hostages)
- Demonstrates a logical and clear plan of organization; includes an introduction that suggests likenesses that apply to Iran’s and other nationalist movements and a conclusion that is a brief restatement of the theme

Conclusion: The response fits the criteria for Level 4. While some ideas are not fully developed, the response very effectively employs analogies and applies details in discussing the unique nature of the Iranian revolution as a nationalist movement. Major changes brought about by the establishment of an Islamic state in Iran are well detailed.

In the late 1930's Europe watched in horror as Germany became more and more aggressive, Germany's aggression had many causes but the aftermath of world war one is probably the main cause. Although Germany was crippled by the versaille treaty after WWI, Germany unified and expanded using nationalism as their justification.

after WWI the German economy was crippled and the people disheartened, this was because the Versailles treaty was written by the victors of WWI and they laid the blame on Germany. First of all much of the land controlled by Germany, such as alace and Lorraine on the French border, was given back to France. The Saar and the Rhineland were occupied, this was especially hard because much of the land taken had natural resources such as coal and by taking it it deprived the Germans of that income. The versaille treaty demanded that the Germans pay reparations to the countries affected by the war. With little money to pay the reparations there was hyperinflation and the german economy greatly suffered. Then, the Depression left the German people poor and disheartened.

It is with this political and economic scene that the Nazis lead by Hitler were able to take power. As a fascist Hitler used nationalism as one of his justifications. He wanted to make Germans proud of being German, revitalize their economy and take back the ethnic german land which was seized by the versaille

treaty. He did this by creating a national identity that the Germans were the superior race and that others were inferior. Ultimately, this led to killing those who weren't considered German in Germany. These included ^{the} Jews, Romanis and other ethnic groups. He also restarted Germany's military, something forbidden by the Versailles treaty and began to take back ethnic German land using nationalism as his justification. Many people welcomed the Nazis and found their nationalist doctrine appealing. Among these countries was Austria who seemed to welcome the Nazis with open arms (this was called the Anschluss).

However German Nationalism's goal was not only to take back ethnic German lands but to continue expanding. Europe watched as Germany took Sudentenland and continued expanding. However when Germany took Poland the rest of Europe went to war. Germany quickly invaded France and many other parts of Europe and it seemed as if they would almost invade all of Europe. However the allies managed to defeat the Germans, ending up with Germany divided in two.

It was clear that the crippling Versailles treaty not only hurt the Germans but provided a situation that made nationalism very appealing. By advocating that the Germans were superior to others Hitler was able to expand into the rest of Europe and rearm his military in defiance of the treaty. This war had a devastating effect on Europe and it is clear looking back on it that it could have been prevented had the Versailles treaty not been so harsh and therefore preventing nationalism.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances of a nationalist movement in Germany before and during World War II, a method to achieve a goal of the movement, and results of the movement more thoroughly than a goal of the movement
- Is both descriptive and analytical (after World War I, the German economy was crippled and the people disheartened; victors laid the blame on Germany; Versailles Treaty demanded that the Germans pay reparations to the countries affected by the war; Hitler used nationalism as one of his justifications, creating a national identity that Germans were a superior race and that others were inferior; Austria was among the countries who seemed to welcome Nazis with open arms; German nationalism's goal was not only to take back ethnic German lands but to continue expanding; defeat ended up with Germany divided in two; by advocating that Germans were superior to others, Hitler was able to expand into the rest of Europe)
- Supports the theme with relevant facts, examples, and details (Alsace and Lorraine; Saar and Rhineland; natural resources such as coal; little money for reparations; hyperinflation; Depression; Nazis; fascist; killing Jews, Romani, and other ethnic groups; Anschluss; Sudetenland; Poland)
- 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. While analysis is somewhat weak, the strength of the response comes from the selection and application of supporting details.

Numerous nationalist movements have taken place throughout world history. Some nationalists have goals of unification or even independence. However, many ^{nationalist} movements began initially to fight imperialism or colonization by another country. One such country which fought foreign rule by the French was Vietnam.

Vietnam and the rest of Indochina had previously been occupied by the French in the late 19th century. However, during World War II, the French lost their position in Indochina due to war with Japan. After the war, France sought to reclaim its role in Vietnam. Many Vietnamese nationalists, who had fought against Japanese occupation, redirected their efforts against a return to French foreign rule. Ho Chi Minh and other Vietnamese nationalists had several goals in mind. At first, they simply opposed colonization by another country and wished to drive out the French. They fought and defeated the French but Vietnam was divided into communist North Vietnam and anti-communist South Vietnam. However, the communist nationalists did not want a divided Vietnam. Many nationalists wished to unite Vietnam into one communist nation. However, the field was intensified and complicated tensions between North and South. As a result, the North Vietnamese nationalists used warfare to achieve their goals.

The Vietnam War was the main result of their nationalism. North Vietnam was backed by the Soviet Union and consisted of communist nationalists. South Vietnam was backed by the United States. South Vietnam consisted mainly of non-communists and opposed communist unification of Vietnam. For years, the two sides bitterly fought back

and forth across the seventeenth parallel. The war was characterized by ~~guerrilla~~ ^{guerrilla} warfare by the North against the sophisticated weapons provided to the South. However, many citizens of the United States opposed the Vietnam war and eventually the U.S. left Vietnam. This resulted in the defeat of South Vietnam. The North Vietnamese had won and unified Vietnam into one communist nation. The war also destabilized the region and made it easier for communists to take over Cambodia and Laos.

Clearly, this nationalist movement began as a fight against imperialism and ended in the unification of an independent communist country. Most nationalists simply wish to achieve independence or unify their country in order to strive for a common purpose. In Vietnam, it also meant establishing a common ideology.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances that led to a nationalist movement in Vietnam, a goal, and a method of this movement more thoroughly than its results
- Is both descriptive and analytical (after World War II, France sought to reclaim its role in Vietnam; many Vietnamese nationalists, who had fought against Japanese occupation, redirected their efforts against a return to French foreign rule; Vietnamese nationalists had several goals in mind; French were defeated but Vietnam was divided; many nationalists also wished to unite Vietnam into one communist nation; two sides bitterly fought back and forth; war destabilized region and made it easier for communists to take over Cambodia and Laos)
- Supports the theme with relevant facts, examples, and details (Indochina; war with Japan; Ho Chi Minh; colonization; communist North Vietnam; anticommunist South Vietnam; Cold War; 17th parallel; guerilla warfare; sophisticated weapons provided to the South)
- Demonstrates a logical and clear plan of organization; includes an introduction that suggests the importance of a fight against imperialism to the nationalist movement in Vietnam and a conclusion that links the fight against imperialism with the establishment of a communist government

Conclusion: Overall, the response fits the criteria for Level 4. The discussion responds to the specific elements of the task in a well-developed sequence, applying a good knowledge of history.

As history progressed, nationalism has played a key role in international developments. This has been especially true in India, which was the staging ground for one of the most well known nationalist movements in history, headed by Mohandas Gandhi.

There is a deep historical background for this nationalist movement. Through the trading corporation of the East India Company, Britain had succeeded in establishing significant economic influence in the area. They chose to maintain this influence indirectly, until the Sepoy Rebellion in the mid-1800s. This rebellion gave Britain an excuse to seize direct control of India, taking them as a colony. Henceforth, India was known as the Jewel in the British crown. Britain primarily used India as a source of resources, and as new markets for British goods. This role continued unchanged until the First World War. During the war, Britain used Indians as soldiers in the ~~war~~ war. Many Indians hoped that because of this service, India would be granted its independence by Britain, however, those hopes were to no avail.

A goal of the nationalist movement was to make India less economically dependent on Britain. Indians were forced to buy British goods, while not being allowed to buy any Indian goods. India was dependent on Britain for necessities such as clothing and salt. The nationalist movement attempted to give Indian merchants and shops a chance to succeed, ~~as they had been~~

The main person that made this movement special was Mohandas Gandhi. What made him special was his tactics of non-violence and civil disobedience. His ultimate goal was for all of India to unite and rise up against Britain. ~~He was the head of the Indian National Congress.~~ In trying to achieve the goal of more economic independence, Gandhi used several ingenious methods. To free Indians from their dependence on British clothes, Gandhi started the Home-spun movement. In this movement, Indians boycotted British goods, and made clothes for themselves. This hurt British economic influence. In order to protest Britain forcing Indians buy British salt, Gandhi organized a march on a salt mine in India, controlled by the British.

Britain tried to hang onto their most prized colony, but it was largely an uphill battle. Britain was forced to accept their defeat in the 1940s. Independence, however, did not come until 1947. During this time, many Indians discussed dividing the colony into two separate states, because of religious differences. Gandhi was firmly against this policy, but it occurred anyway as a result of religious strife. A Muslim Pakistan and a Hindu India were created. Their short history has been plagued by border skirmishes and religious differences, especially in the Kashmir.

In conclusion, nationalism has played a key role in history. India is yet another strong example of this. However, it

stands apart from other nationalist movements because of its policies of non-violence and civil disobedience.

Anchor Level 3-A

The response:

- Develops the historical circumstances and methods of the Indian independence movement in some depth and other aspects of the task in little depth
- Is more descriptive than analytical (rebellion gave Britain an excuse to seize direct control of India, the Jewel in the British crown; many Indians hoped that for service during war, India would be granted independence; goal of nationalist movement was to make India less economically dependent on Britain; Gandhi was firmly against dividing into two separate states because of religious differences, but it occurred anyway; India's short history has been plagued by border skirmishes and religious differences, especially in Kashmir)
- Includes some relevant facts, examples, and details (trading corporation of the East India Company; Sepoy Rebellion; Britain used India as source of resources and new markets; World War I; India dependent on Britain for necessities such as clothing and salt; Mohandas Gandhi; nonviolence; civil disobedience; homespun movement; Muslim Pakistan; Hindu India); includes minor inaccuracies (Gandhi organized a march on a salt mine; not being allowed to buy Indian goods)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: The response fits the criteria for Level 3. The response demonstrates a reasonably strong historical knowledge. Although the discussion is fairly thorough, the identification of the goal as less economic dependence on Britain narrows the focus of the response to only one element of the independence movement.

Nationalism is a ~~an~~ ^{country} or region's ~~desire~~ ^{sense of} pride or ~~love~~ ^{love} for itself. Nationalism can be a unifying, divisive, and even a revolutionary force. In the mid 20th century, the Middle East experienced several nationalist movements in order to unify people from a common culture.

The Middle East ~~was~~ saw the collapse of the Ottoman Empire in the early 20th century, which set the stage for nationalistic movements. During the 1st world war, the Ottoman Empire fought on (Germany's) side. Middle Eastern sects allied with the British, who were part of the Allied Powers, and were promised land to call their own. Unfortunately, this plan did not run ~~smoothly~~ ^{as smoothly as intended}. When the Ottoman Empire collapsed several ~~groups~~ ^{groups} demanded ~~a homeland~~ ^{their own country}.

~~Although nationalism had~~ ^{led to the collapse of the Ottoman Empire} ~~led to the collapse of the Ottoman Empire~~ ^{it became a unifying force.} Nationalism led to a desire to establish

~~homeland in the Middle East~~ ^{homeland in the Middle East} ~~was to create~~ ^{was to create} ~~homelands~~ ^{homelands} for a common group of

people. ~~The Kurds~~ ^{The Kurds}, who were native to the region, wanted to establish Kurdistan. After World War II, the Jewish people of Europe needed a homeland as well. ~~People~~ ^{People} were tired of having to adhere to laws that oppressed them. To this day, struggles still exist. Kurdistan does not exist, and the Kurdish people are denied the right to ~~be~~ ^{be} recognized for their culture. To achieve this

for homeland, goals; Several treaties were drafted. The treaty of SEURES ~~was~~ ~~the~~ ^{guaranteed} independent nations including Iraq, Syria, and even Kurdistan. Unfortunately, it was replaced by the Treaty of Louvain which did not include Kurdish nationstate. Declarations such as the Balfour Declaration of 1917 were made to ~~give~~ ^{establish} Jewish homeland. ~~This~~ This particular conflict led to UN involvement. In 1948, Israel was accepted as the Jewish homeland. Although not all nationalist attempts were a success, they are revolved around a common goal: homeland, ~~and~~ ~~that~~

Because the treaties did not ~~at~~ ~~not~~ ^{satisfy} all Middle Eastern groups, ~~the~~ warfare erupted. When ~~Israel~~ ^{was} ~~was~~ accepted by the UN, Palestinians were forced to give up their land. This conflict exists today. Wars came with this conflict. The 6-Day War resulted in ~~Israel~~ Palestinian loss of the west bank and Gaza Strip. In Lebanon, and civil war was fought to remove Christian control, and muslim oppression. ~~Discontent~~ Discontent is present even today because ~~the~~ ^{the fight} for homeland in the middle east cannot satisfy all groups.

The Middle Eastern conflicts illustrate how Nationalism can be a unifying and divisive force at the same time. Middle Eastern groups wanted to break away from the Ottoman Empire and divide the land into their independent

Anchor Paper – Thematic Essay—Level 3 – B

nationalists. At the same time, people ~~from~~^{there} shared a common culture wanted to unify by establishing their homeland. This goal led to warfare and ultimately, a great deal of border disputes.

Anchor Level 3-B

The response:

- Develops the historical circumstances and some results of the Middle Eastern independence movements in some depth and other aspects of the task with little depth
- Is more descriptive than analytical (collapse of the Ottoman Empire in the early 20th century set the stage for nationalistic movements in the Middle East; Kurds, who were native to the region, wanted to establish Kurdistan; after World War II, the Jewish people of Europe needed a homeland as well; Kurdish people are denied the right to be recognized for their culture)
- Includes some relevant facts, examples, and details (World War I; Allied Powers; Treaty of Sèvres; Treaty of Lausanne; Balfour Declaration; Israel; United Nations; Palestinians; Six Day War; West Bank; Gaza Strip)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that focuses on the unifying and divisiveness of nationalism

Conclusion: Overall, the response fits the criteria for Level 3. Although the regional approach only partially succeeds in the difficult task of treating nationalist movements that help define the Middle East, this approach attempts to contrast the case studies of Kurdish nationalism and establishment of a Jewish homeland to convey the complexity of the issue in the region. A clearer focus on this thesis would strengthen the response.

Many nationalist movements have occurred throughout history. These movements have helped to strengthen nations and unify people. Some nationalist movements proved to be successful, while others have failed.

One successful nationalist movement happened in the African country of Kenya. This movement was caused by immigration of foreigners.

For years, many European settlers had flocked to Kenya. As time went on, land became less and less available to the native Kenyans. In response to this foreign domination, a secret military guerilla group called the Mau Mau, began to take action. Members of the Mau Mau began attacking the foreigners in hopes that the leaders of the nation of Kenya would expell foreigners from the country. At this time (1950-1960), Kenya was still under the British crown. The Mau Mau's then began killing Kenyans in the hopes that something would be done.

But someone else was already thinking of gaining independence for the people of Kenya. Jomo Kenyatta was a nationalist leader who fought for Kenya's independence from Great Britain. Although he was jailed for his alleged aid and participation ~~of~~ with the Mau Mau's, he never actually supported

their methods of seeking independence. During his wait in jail, his nationalist following grew and people viewed him as the main activist of Kenya. Upon his release from jail, Kenyatta made the trip to London to begin constitutional talks with the British in 1961.

The goal of the nationalist movement would soon be achieved. In 1963, Kenya was officially an independent nation, no longer a territory of England's.

Following the freedom of Kenya, Jomo Kenyatta was the first democratically elected president of the nation. This illustrates that nationalist movements can be successful and important to the development of a nation.

Nationalist movements are important because they create a change. They unify a nation and allow it to prosper and grow in the process.

Anchor Level 3-C

The response:

- Develops all aspects of the task for the nationalist independence movement in Kenya, discussing the historical circumstances and methods in some depth and the goal and results in little depth
- Is more descriptive than analytical (as time went by, land became less and less available to native Kenyans; Kenya was still under the British crown; Mau Mau began killing Kenyans; although Jomo Kenyatta was jailed for alleged aid and participation with the Mau Mau, he never actually supported their methods for independence; upon release from jail, Kenyatta made the trip to London to begin constitutional talks with the British in 1961)
- Includes some relevant facts, examples, and details (Mau Mau, secret military guerilla group; Kenyatta, main activist, first democratically elected president)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that generally address the issue of nationalist movements

Conclusion: Overall, the response fits the criteria for Level 3. The response employs an appropriate historical episode to illustrate differing responses in the clash between nationalist movements and colonial rulers. However, it exhibits a weakness in providing details about the results of the Kenyan independence movement.

History has shown us that when a country is controlled by another power and forced to do something against its will, they will revolt. These nationalist rebels will fight to gain independence for their country. An example of a nationalism revolution is ~~the~~ ⁱⁿ India when the British had control of it.

When the British found India, they took control of it because of their upper hand in technology and weapons. The British practice the policy of mercantilism with India, which means all of India's natural resources went to Britain to be processed then shipped to India where the Indians can only buy British goods. This is a problem because India makes no money and can't shop around for the best deal for certain ~~the~~ items. The Indians soon had enough and wanted a change from this system.

The Indians needed a leader for their ~~the~~ independence movement and they found him. A man named Gandhi had a plan to drive the British out. Gandhi's plan ~~is~~ was a non-violent plan, which means they will ~~might~~ not use any

violence to make the British leave. One way they did this was civil-disobedience. Civil-disobedience is way break a law on purpose because you know its wrong. An example of this was that the Indians couldn't meet in groups greater ~~than~~ than 3 people. So, Gandhi organize giant meetings where thousands of people would sit together listen to a speech by one of Gandhi's followers. Another non-violent protest the Indians did was instead of buying British clothing, they made their own clothes so that way they didn't give the British any money. ~~Even though this was a slow process, India eventually get its independence from British beca~~

*The Indians never went to violence to get the British and eventually they did leave, granting India its independence.

India is a perfect example of a nationalism movement to gain independence from a mother country. There are other kinds of nationalist movements to, like uniting a certain group of people to gether to from a ~~some~~ strange country.

~~India's non-violent~~ As History ^{continues,} there will
be more and more nationalist revolutions.

Anchor Level 2-A

The response:

- Develops the historical circumstances for the Indian independence movement, a goal, and a method used to achieve this goal in some depth
- Is primarily descriptive (British took control of India because of its upper hand in technology and weapons; natural resources went to Britain to be processed then were shipped to India; a nonviolent protest of Indians was instead of buying British clothing, they made their own)
- Includes few relevant facts, examples, and details (mercantilism; Gandhi; nonviolent plan; civil disobedience); includes a minor inaccuracy (Indians can only buy British goods)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a little beyond a restatement of the theme.

Conclusion: The response fits the criteria for Level 2. The lack of discussion of the results of India's nationalist movement limits the response. However, a basic understanding of the development of the nationalist movement is apparent in the treatment of other aspects of the task.

During the ^{1700's and} 1800's, Simon Bolivar, the leader of ^{South America's} ~~independence~~ ^{independence} movements was extremely influential in ^{South America.} ~~Latin America.~~ ~~South America.~~ ~~Latin America.~~ South America resented the colonial rule placed upon them by the Europeans and advocated for independence from the colonial empires.

Historical circumstances that led to nationalist movements in South America include colonization by the European powers since the late 1400's when Christopher Columbus Arrived in the Americas. South America resented this rule ~~where~~ where not only were their labor being exploited but their economy as well.

This nationalist movement, led by Simon Bolivar intended to create a United States of Latin America and achieve independence for South America. One method that was used by Simon Bolivar was warfare and violence. South American troops fought directly with European troops.

As a result of this national movement many independent nations were created from colonial empires by 1828.

One of the few nations that still remained in control of by the British, Dutch and French was Guianas. Otherwise, most other nations such as Ecuador, Argentina, Chile, Peru, Bolivia etc. had all achieved independence.

In conclusion, nationalist movements in South America led primarily by Simon Bolivar intended to make South America

independent. Through warfare and violence, this goal of independence was achieved.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task by discussing the historical circumstances, a goal, a method, and some results of the nationalist independence movement in 19th-century Latin America
- Is primarily descriptive (colonization by European powers since the late 1400s; not only was labor being exploited but the economy as well; South American troops fought directly with European troops)
- Includes few relevant facts, examples, and details (Christopher Columbus; Simón Bolívar; United States of Latin America)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that focus on the South American nationalist movement

Conclusion: Overall, the response fits the criteria for Level 2. A very general understanding of Latin American history is demonstrated. However, brevity, lack of development, and a tendency to list rather than discuss limits the response.

Nationalist movements has occurred in different places through time and for different causes; unification or independence.

Italy is a country that used to be scattered, it was unified by nationalism. ~~Nationalism~~ The idea of nationalism was brought out and spread by Napoleon, and it stayed in Europe after his rule. Nationalism is an idea, ~~the~~ one that brings together people of similar culture, beliefs, language and religion.

In the Italian Peninsula, many people were of the same religion, they spoke the same language and had similar beliefs. Under these pulling factors, nationalist movements began; their goal was to unify Italy as one nation.

Three people were the main factors to the success of the unification of Italy. The first was the leader of the movement: Cavour or "the brain." He was the person that provided the strategies and ideas. Then, there was Mussolini, or the "pen" or the "heart." During the ^{nationalist} ~~unification~~ movement, Mussolini wrote of the ideas of ~~unifier~~ a unified Italy, he encouraged the people to support Cavour and nationalism, he was the 'heart' of the movement. The last man was Garibaldi, who was a simple soldier. He was called the 'sword' for he did the actual fighting. Garibaldi brought together an army of Red shirts and helped win battles ~~for~~ and ~~win~~ land. The three men each had a method ~~or~~ to unify Italy. For Cavour, it was through

strategy and playing his cards right. Mussolini spread the idea of nationalism, his method was to enlist the aid of the people. And Garibaldi's method was direct – to fight and win land.

The results of the nationalist movement ~~is~~ was the success of the unification of Italy. ~~Nations~~ The feeling of Nationalism brought together people of the same values and culture. It was the main source of fuel behind the movement and it was the establishment of Italy.

Anchor Level 2-C

The response:

- Develops some aspects of the task in little depth by discussing the historical circumstances, a goal, and a method of the Italian nationalist unification movement and mentioning the success of the movement
- Is primarily descriptive (idea of nationalism brought out and spread by Napoleon and stayed in Europe after his rule; in Italian peninsula, many people were of same religion, spoke the same language, and had similar beliefs; for Cavour, it was through strategy and playing his cards right; Garibaldi's method was direct—to fight and win land)
- Includes few relevant facts, examples, and details (brain; heart; sword; Red Shirts); includes an inaccuracy (Mussolini encouraged the people to support Cavour)
- Demonstrates a general plan of organization; includes an introduction that develops some of the historical circumstances and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the role of Mazzini is wrongly attributed to Mussolini, the response discusses the importance of the three primary individuals responsible for Italian unification in some depth. However, only a single statement acknowledges the success of unification with no discussion of the results of the nationalist movement.

Nationalists are people who have pride in ones country. Through out history, Nationalists movements have begun in different countries and regions with the hope of achieving either Unification or independence. One country that had nationalists movements, was India.

In India, people were making a nationalists movement to win there independence from Britain.

Ghandi was a man that believed their independence, could be achieved by non violence. He told people to stand there ground or in some cases sit, if the british asked them ~~to~~ ^{to} move no matter what they might do. Many people did get hurt though from not listening.

Ghandi with his believes was put into jail for standing against the british and to make people stop acting out against them. This how ever didn't work. People kept sitting if the british soldiers told them to move they would keep trying to get around british lines, if anything it only made India act out more with non violence with Ghandi being in jail.

Ghandi was finally let out of prison and the british did finally leave, proving Ghandi's point about you can win fights with non violence acts.

The people in India thought of Gandhi as a great person and held him with very high honor, and they still do. When Gandhi was shot though people were obviously not happy and had the man killed. Gandhi has effected the world with his belief in non violence.

In conclusion nationalists movements can happen anywhere and everywhere whether they are big or small. In India their nationalists movement to gain independence from ^{Britain} india was fought with ~~at~~ Gandhi's belief of non violence. ~~It~~ ^{This} ~~could~~ proves that you don't need to have wars to make a strong nationalists movement.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by mentioning a goal for the Indian independence movement, mentioning two results, and describing a method used to achieve the goal
- Is descriptive (Gandhi with his beliefs was put into jail for standing against the British; finally let out of prison, proving Gandhi's point about you can win fights with nonviolent acts; Gandhi has affected the world with his belief in nonviolence)
- Includes few relevant facts, examples, or details (people kept sitting if the British soldiers told them to move)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. In addressing some aspects of the task, the response shows a very limited understanding of the Indian independence movement and lacks depth.

Throughout history, nationalist movements have begun in different countries for different regions. Many nationalist movements have independence as their main goal. Such was the case in Haiti during the 19th century.

Haiti was taken over by France during the colonial movement. The natives were forced to work on plantations under dangerous conditions. Many innocent people were dying from overwork and starvation. One man, Toussaint L'Overture decided that it was not justified for his people to be treated this way.

L'Overture decided to begin a nationalist movement.

The goal of this nationalist movement was to obtain independence from France. The Haitian people used methods of peaceful protest in order to make themselves heard.

~~Toussaint~~ After some time, L'Overture was invited to France to speak with Napoleon about the freedom of his country. Instead of meeting with Napoleon, he was badly mistreated and was eventually killed by Frenchmen.

~~After~~ L'Overture has come to be known as the Black Washington because of his work to free his native land. Although he never lived to see it, Haiti did achieve independence from France soon

after L'Ouverture's death. This proves that one person can spark nationalism throughout an entire nation. With that spark of nationalism, that country can accomplish any goal.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by discussing the historical circumstances and a result of the Haitian independence movement and mentioning a goal of this movement
- Is descriptive (Haiti taken over by France during the colonial movement; L'Ouverture was known as Black Washington because of his work to free his native land; although he didn't live to see it, Haiti did achieve independence); includes faulty application (Haitian people used methods of peaceful protest; L'Ouverture was invited to France to speak with Napoleon)
- Includes few relevant facts, examples, or details (Toussaint L'Ouverture was badly mistreated and eventually killed)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion stating the result of the nationalist movement

Conclusion: Overall, the response fits the criteria for Level 1. The response consists largely of biographical data about Toussaint L'Ouverture. Although much of this is only partially relevant to the requirements of the task, a sense of the importance of his leadership is evident.

Nationalist movements have been very common throughout history. They have begun in many countries and regions, most with the hope of independence and unification. Sometimes the results of these movements are good, sometimes they aren't. One region that led a nationalist movement was the Balkans.

Before movements began in the Balkans, they were controlled by ~~the Ottoman Empire~~ Austria-Hungary. The Balkan states quickly became unhappy with policies set by their mother country, and soon began to revolt. One country that was particularly unhappy was Serbia. They were angry that the Archduke of Austria-Hungary had chosen the anniversary of the day they were taken over to visit.

The overall goal of the nationalist movements in the Balkans was to encourage Pan-Slavism, or the unity of all people under Slavic ancestry. The Serbians carried out their goal by assassinating ~~the~~ the Archduke the day he visited. They succeeded, but the results were less than joyful. Austria-Hungary declared war on Serbia, who in turn brought Russia to back them up. Soon enough, most of Europe was on one side or the other, leading to World War I.

Nationalism can be a great thing. Movements can bring unity or independence to a country or region. In the Balkans, it did just that. However, it also brought about more grave consequences. World War I began as a result of nationalism in Serbia. ~~This was because~~ The movements in the Balkans show that there is both a good side and a bad side to nationalism.

Throughout history, there have been nationalist movements in many regions of the world. Usually they have similar goals. These goals are to unify or to gain independence. The Black Hand, a Serbian nationalist group in the Balkans had both goals. Both of these goals took the form of Pan-slavism. The result of this movement was not good because it was a key factor in the start of WWI.

In the late 19th century the empire of Austria-Hungary feared the power of nationalism because they ruled a lot of subject nationalities that wanted to be free. Their empire included Bosnia and Herzegovina where many Serbs lived under Austrian rule. The motivation behind the Black Hand, a Serbian nationalist group was the anger they felt towards the Austro-Hungarians. Their goal was to become independent. But they were also interested in unification, more specifically Pan-slavism, the creation of a country in which all Balkan Slavs resided. The Black Hand believed they could only achieve their goal through violence and terror. They feared reforms by the Archduke, the heir to the Austro-Hungarian throne, would make people want to stay part of Austria. The visit to Sarajevo of Archduke Francis Ferdinand fueled their anger even further because it symbolized foreign rule.

The hope of the Black Hand was that a war would end Austrian oppression and form one country—a united Serbia.

The Black Hand tried to achieve their goals by assassinating Archduke Francis Ferdinand hoping that this would cause a war. Ultimately, the assassination had bad results. It became the catalyst to World War I. Since Europe was in alliances, Russia came to the aid of Serbia, their fellow Slavs after Austria-Hungary declared war on them. Germany supported Austria-Hungary as per their agreement due to the Triple Alliance. France supported Russia because of the Triple Entente and Great Britain came to the aid of Belgium after its invasion by Germany. This meant that Great Britain declared war on Germany. Furthermore, these countries used soldiers from their colonies in the fight, further globalizing the war. Four long years later the results were terrible. Millions were dead and homelands were destroyed. ~~Economies~~ Economies were devastated.

However, the war's result did lead to the breakup of Austria-Hungary. The treaties signed at the end of World War I recognized the rights of people to independent countries. As a result, the goal of Pan-Slavism was achieved. Most Balkan Serbs were united in the new country of Yugoslavia. The Black Hand nationalist movement is a good example of pursuing unification and independence with mixed results. Was it worth the price?

Throughout history, nationalist movements have begun in different countries and regions with the hope of achieving either unification or independence. The results of these movements have been mixed.

China has had a national movement to gain independence. China has spread its ideas and culture around to many other places. China keeps their independence up to support and maintain their culture and beliefs. Independence was an important thing to have in the countries and regions. Every place without ~~independence~~ independence tried gaining it to retain their religious beliefs. Independence was especially important to China because they had a culture that was pure. Their spread of ideas inspired and amused many of different cultures.

The results for the national

movement in China was their culture remained, their spread of ideas grew.

Throughout history, many countries and regions had national movements. Each had the hope of gaining or achieving unification or independence.

Nationalism has been a driving force behind many events in history. It can be a positive force, uniting people of a nation together to fight for independence, fueled by their national pride, or sometimes a negative force, turning people from opposing countries against one another in warfare, as was the case in World War I. However, more often than not, in cases of nationalist movements, this common bond unites people together to fight for freedom against imperial rule or an otherwise unjust government. An example of nationalist movements that unified nations and gave them their independence is in Latin America, for example Venezuela.

Latin America, as a whole, was under total imperial rule by Spain, with the exception being that Portugal held control over Brazil and the British held the Guianas along with the Dutch and French. Going into the nineteenth century, there was a world-wide spread of the desire from imperial-ruled countries to gain their independence. This new wave of nationalism hit Latin America, and when it did, it hit hard. The Latin Americans had been under imperial Spanish rule ever since the age of exploration almost 400 years before, and they wanted change. As revolutionaries gained strength and pushed forward for independence, some of the people they were fighting for united behind them.

One specific example would be the rise of Simón Bolívar. Simón was a nationalist revolutionary who was a head force in the fight for Venezuelan independence from the Spanish and their imperial rule. Along with this rule came religious and ethnic suppression, because mother nations primarily used the nations they ruled as areas to spread their

culture and as sources for natural resources, which were plentiful in Latin America.

Simón Bolívar began his nationalist movement in hopes of gaining Venezuela its independence. For more than 10 years Bolívar led a small military force in his war against the Spanish. He backed the cowboys of the plains in an attempt to defeat the Spanish. Much of his support for independence came from Haiti and the United States. After many victories and failures, he was successful and became political leader of Gran Colombia. He then joined forces with José San Martín to defeat the Spanish in the area of Peru.

There were numerous effects of this nationalist movement. For example, in 1790 the Venezuelan area was New Granada under Spanish rule. However, by 1828, it became its own nation and it was independently ruled. The newly independent countries of South America numbered up to nine in 1828.

Throughout the course of history, nationalist movements have played a key role in the development of independent nations around the world. These strong forces of national pride proved to yield positive effects in the case of Venezuela, as well as Latin America as a whole. Although nationalist movements began in all different regions at different times, they all showed the desire of the people of a specific region to unite as one, and there is no more powerful force than that.

Nationalist movements throughout history have generally resulted in a variety of situations. Although solely for the purpose of achieving either unification or independence, the effects of these movements range from the establishment of social benefits for the lower classes to the ~~restriction~~ limitation of ~~rights~~ human rights ~~of~~ the common people. One such case includes the Boxer Rebellion in China, whose goal was to intimidate foreigners into the main land ~~and~~ with the help of China's Harmonious Fists. There were many more cons than there were pros as can be seen in the increasing death tolls ^{as a result of} ~~this~~ ~~nationalistic~~ ~~movement~~, ~~this~~ nationalistic movement.

The Boxer Rebellion was stimulated by ~~unwelcome~~ ^{unwelcome} foreign influences. The people of China were led by the Harmonious Fists ~~is~~ in an attempt to eliminate all unwanted guests ~~is~~ in the country. Such goals were achieved by violent acts to scare away the foreigners, which ~~was~~ were successful in most cases, but in others, a big loss.

The Boxer Rebellion resulted in the death of many foreign people ~~at~~ ~~the~~ ~~and~~ many native citizens as well. With the intent ~~of~~ of exhibiting China's strengths to foreigners, the acts of ~~the~~ the Harmonious Fists occasionally got out of hand. Foreign people would sometimes retaliate and would often fight back in self defense, leading up to brutal street fights and the deaths of many people.

Although the main point in following through with a nationalist movement is to obtain unification or independence, the results could ~~also~~ often be devastating. The Boxer Rebellion in China reveals how violent things can be when groups such as the Harmonious Fists are involved in defending their national pride from foreign affairs. Whatever country such nationalist movements take place in, one must always be prepared to face the severe consequences.

Practice Paper A—Score Level 2

The response:

- Minimally develops all aspects of the task in little depth for the Balkans prior to World War I
- Is descriptive (Balkan states became unhappy with policies; one country particularly unhappy was Serbia; overall goal was to encourage Pan-Slavism, the unity of all people under Slavic ancestry; Serbians carried out their goal by assassinating the Archduke the day he visited; the results were less than joyful; Austria-Hungary declared war on Serbia which in turn brought in Russia to back them up; soon most of Europe was on one side or the other, leading to World War I; World War I began as a result of nationalism in Serbia; shows that there is both a good side and a bad side to nationalism); includes faulty application (policies set by mother country)
- Includes very few relevant facts, examples, and details (Austria-Hungary)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Theme development and some knowledge of history are demonstrated. The failure to elaborate severely limits the response.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing historical circumstances promoting a Serbian nationalist movement, a goal of this movement; a method used to achieve this goal and the results of this movement for Serbia and Europe in the post–World War I Balkans
- Is more analytical than descriptive (Serbian national group had two goals of unifying and gaining independence; in late 19th century, Austria-Hungary feared the power of nationalism because they ruled subject nationalities that wanted to be free; the motivation behind Serbian nationalist group was the anger felt towards Austro-Hungarians; Black Hand believed they could only achieve goal through violence and terror; feared reforms by the Archduke, the heir to the throne; visit to Sarajevo fueled anger because it symbolized foreign rule; hope of the Black Hand was that a war would end Austrian oppression and form a united Serbia; tried to achieve goal by assassinating Archduke Francis Ferdinand, hoping this would cause war; ultimately, the assassination had bad results, becoming the catalyst to World War I; these countries used soldiers from their colonies, further globalizing the war; four years later, millions were dead and homelands destroyed; Black Hand was a nationalist movement with mixed results)
- Richly supports the theme with relevant facts, examples, and details (Bosnia Herzegovina; Pan-Slavism; Germany supported Austria-Hungary; Triple Alliance; France supported Russia; Triple Entente; Great Britain came to aid of Belgium after its invasion by Germany; new country of Yugoslavia)
- 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 discussion features strong application through linkages between a declining multinational empire, a nationalist organization employing terrorist methods, and a Europe entangled in alliances. Analysis considers the costs of outcomes versus attainment of the movement’s objective.

Practice Paper C—Score Level 0

The response:

Fails to develop the task; includes no relevant facts, examples, or details; includes only the theme and task from the test booklet

Conclusion: The response fits the criteria for Level 0 because it restates the theme in various ways without making any meaningful statements related to the task or to China.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task in little depth for the Latin American independence movements, specifically in Venezuela
- Is more descriptive than analytical (Latin America as a whole was under total imperial rule by Spain; in the 19th century, there was a world-wide spread of the desire from imperial-ruled countries to gain independence; Latin Americans had been under imperial rule since the Age of Exploration; mother nations used nations they ruled as areas to spread their culture and as sources for natural resources; Simón Bolívar gained support of some of the people of his home country; led a small military force; much of his support came from Haiti and the United States; became the political leader of Gran Columbia)
- Includes some relevant facts, examples, and details (Portugal held control over Brazil; British, Dutch, French Guiana; José San Martín; New Granada; nine independent countries in 1828)
- Demonstrates a satisfactory 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 3. While the response is more of a listing of separate historical details than an integrated narrative and more a general account of some of Bolívar's actions than a nationalist movement, an understanding of the importance of nationalism in independence movements is displayed.

Practice Paper E—Score Level 2

The response:

- Develops some aspects of the task in little depth by stating a goal, a method, and a result of a nationalist movement in China
- Is primarily descriptive (more cons than there were pros as can be seen in the death toll as a result of this movement; Boxer Rebellion was stimulated by unwelcome foreign influences; attempt to eliminate all unwanted guests in the country); includes weak analysis (acts of Harmonious Fists occasionally got out of hand)
- Includes few relevant facts, examples, and details (brutal street fights; national pride)
- Demonstrates a general plan of organization; includes an introduction that suggests a breadth and depth of scope not apparent in the remainder of the response and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. Repetition and lack of detail limit the response. A general understanding of the elements central to the Harmonious Fists, resentment of a foreign presence, and the use of force is present.

Global History and Geography Specifications August 2010

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Nationalism	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Belief Systems; Culture and Intellectual Life; Human Geography; Movement of People and Goods	Standards 2, 3, 4, and 5: World History; Geography; Economics; Civics, Citizenship, and Government

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

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

The *Chart for Determining the Final Examination Score for the August 2010 Regents Examination in Global History and Geography* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the Global History and Geography examination must NOT be used to determine students' final scores for this administration.

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.emsc.nysed.gov/osa/teacher/evaluation.html>.
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.