

Scoring Notes for Secondary Social Studies CBAs (Grades 6-12)

The following rules apply when scoring any of the Social Studies Classroom-Based Assessments (CBAs) for grades 6-12.

1. **Position:** All CBA responses should include a position. In some cases, such as the “Constitutional Issues” CBA, this position is meant to be persuasive. For other CBAs, such as the “Enduring Cultures” CBA, it is the well-reasoned conclusion that the student has drawn about the cultures being examined. In both cases, however, the response must do more than simply restate information. Instead, every CBA response should make a case or argument for looking at a particular issue, topic, or event in a particular way.
2. **Explanation and Analysis for Background, Reasons, or Evidence:** Any required explanation or analysis should include at least one specific detail or example as well as the student’s commentary on how the detail or example relates to the position, issue, or topic being addressed in the CBA response. Just providing commentary or just listing specific details is not adequate to earn a response credit for explaining or analyzing something.
3. **Sources:** All CBAs for grades 6-12 require responses to use and cite 3 or more sources. To be credited for the use and citation of a source, the response must explicitly address the source within the text and provide enough bibliographic information so that an outside reviewer could find the source (e.g., author, title, and url for an online article) or, at least, be able to corroborate the existence of the source (e.g., informal interviews). The only source for which a student does not need to provide bibliographic information is the U.S. Constitution.
4. **A.C.C.E.:** There are four qualities that any CBA response must have to earn credit. In short, they must be accurate, clear, cohesive, and explicit in addressing the relevant concepts.
 - a. **Cohesive:** All parts, paragraphs, or sections of a CBA response must fit together in one cohesive whole. If it is so disjointed that an outside reviewer would not be able to gather the overall position, it cannot earn credit.
 - b. **Clear:** If an outside reviewer cannot follow the points made in a CBA response due to lack of clarity, it cannot be credited.
 - c. **Explicit:** Responses should address concepts and elements required by the rubric in explicit terms. For example, if the rubric requires the response to include a discussion of a particular perspective, it should be clear to an outside reviewer where that discussion is in the response. Credit should not be given to points that require inferences to be made.
 - d. **Accurate:** For a response to earn any credit, the information provided for a particular criterion must be accurate. The following is a supplemental criterion to be used in conjunction with CBA’s rubric when the response contains inaccuracies. In sum, a response should earn no more than a “3” for a particular criterion if there are some minor inaccuracies and no more than a “2” for a particular criterion if there are any major inaccuracies.

4 – Excellent	3 – Proficient	2 – Partial	1 - Minimal
The response contains no inaccuracies	The response contains a few minor inaccuracies that do not contradict or weaken the overall response.	The response contains several minor inaccuracies or one or more major inaccuracies that contradict or weaken the overall response.	The response is largely inaccurate.

5. **Writing:** Conventions, organization, and style are not formally evaluated when using the CBA rubric alone. However, OSPI recommends that teachers use a writing rubric to supplement the scoring of responses to the CBAs.

Sample Responses for the High School Causes of Conflict CBA

(Recommended for 9th/10th Grade)

The following document outlines only some of the many ways students could reach proficiency in responding to this particular CBA. It is meant to provide abbreviated examples* of how the rubric works. It is recommended that for each criterion, you begin with Score Point 3 (“Meeting Standard”): it is highlighted because the purpose of the task is to see if students can meet standard (i.e., reach proficiency).

Criterion A – Position		
Score	Rubric Language	Sample Response
4 – Excellent (Exceeding Standard)	States a position on which factor played a primary role in causing the conflict AND Draws a conclusion about how studying this conflict helps us understand the causes of specific conflicts in the world today.	<i>The competition for colonies was the factor that played the primary role in causing World War I. By understanding the role that this competition played, it is easier to understand current conflicts in the Middle East. Many of these more recent conflicts have their roots in the European nations’ struggle for colonies in the late nineteenth and early twentieth centuries.</i>
3 – Proficient (Meeting Standard)	States a position on which factor played a primary role in causing the conflict. AND Finds similarities between this conflict and current conflicts.	<i>The competition for colonies was the factor that played the primary role in causing World War I. This conflict is similar to the Iraq War because both have taken a heavy toll on the United States.</i>
2 (and below) Partial (Not Meeting Standard)	States a position on which factor played a primary role in causing the conflict without finding similarities between this conflict and current conflicts.	<i>The competition for colonies was the factor that played the primary role in causing World War I.</i>

Criterion B – Reasons and Evidence		
Score	Rubric Language	Sample Credited Reasons & Evidence for One Perspective
4 – Excellent (Exceeding Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: • An evaluation of factors causing the conflict from three or more social science perspectives.	<i>Looking at World War I from an economic perspective reveals why the struggle for colonies was the primary factor leading to the conflict. Germany believed that its industrialization relied on the ability to have access to cheap raw materials found in Africa and Asia. They feared that Britain and France would cut them out of these markets if they did not confront these powers soon. As a result, Germany was more inclined to allow the events of 1914 lead to a major conflict because they wanted to stop French and British expansion around the world. It was the only way the Germans felt they could become a leading economic power. A statement from Kaiser Wilhelm in 19** indicates his obsession with becoming as economically powerful as the French and British... (Primary Docs in World History, 1998)</i>
3 – Proficient (Meeting Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: • An evaluation of factors causing the conflict from two of the following social science perspectives: o geographic o political o economic o cultural o sociological o psychological.	<i>Germany was more inclined to allow the events of 1914 lead to a major conflict because they wanted to stop French and British expansion around the world. It was the only way the Germans felt they could become a leading economic power. A statement from Kaiser Wilhelm in 19** indicates his obsession with becoming as economically powerful as the French and British... (Primary Docs in World History, 1998)</i>
2 (and below) Partial (Not Meeting)	Provides reason(s) for the position supported by evidence. The evidence includes:	(NOTE: This is only one credited perspective. To

* Note: The source references and citations used in the sample credited responses are only meant to serve as illustrations of how the rubric works. They are often not actual sources.

Standard)	An evaluation of factors causing the conflict from one social science perspective.	reach proficiency , a response would need to evaluate at least TWO perspectives.)
		<i>Sample UNCREDITED Reason & Evidence:</i> Germany believed that it needed cheap raw materials found in Africa and Asia to be powerful. They feared that Britain and France would always be more powerful because they already had a stronger military and a stronger economy. This helped cause World War I.

Criterion C – Reasons & Evidence		
Score	Rubric Language	Sample Credited Use of One Primary Source
4 – Excellent (Exceeding Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: - An analysis of specific, relevant information from three or more primary sources.	<i>A statement from Kaiser Wilhelm in 19** indicates his obsession with becoming as economically powerful as the French and British. In this statement, he said “Germany will always be considered a secondary power if we do not have the empires rivaling France and Britain.” (Primary Docs in World History, 1998)</i>
3 – Proficient (Meeting Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: • An analysis of specific, relevant information from two primary sources.	<i>(NOTE: This is only one credited analysis of a primary source. To reach proficiency, a response would need to analyze TWO primary sources.)</i>
2 (and below) Partial (Not Meeting Standard)	Provides reason(s) for the position supported by evidence. The evidence includes: • A description of relevant information from one or more specific artifacts and/or primary sources.	

Criterion D – Referencing & Citing Sources		
Score	Rubric Language	Sample Credited Source Reference & Citation
4 – Excellent (Exceeding Standard)	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<i>A statement from Kaiser Wilhelm in 19** indicates his obsession with becoming as economically powerful as the French and British... (Primary Docs in World History, 1998)</i> <i>Works Cited</i> <i>Speech from Kaiser Wilhelm entitled “What Germany Needs” delivered on April 1, 1912, taken from Smith, H. (ed.) (1998). Primary Docs in World History. Rutledge Press: New York.</i>
3 – Proficient (Meeting Standard)	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to three credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	<i>(NOTE: This is only one credited source. To reach proficiency, a response would need to cite and reference THREE sources. In addition, it is recommended that teachers have a designated format for referencing and citing sources.)</i>
2 (and below) Partial (Not Meeting Standard)	<ul style="list-style-type: none"> Makes explicit references within the paper or presentation to two credible sources that provide relevant information. Cites sources within the paper, presentation, or bibliography. 	

Sample Response #1 - The French Revolution

Emperor Leopold von Habsburg of Austria stated “I therefore propose to you, as I propose to the Kings of Spain, England, Prussia, Naples, and Sardinia, as well to the Empress of Russia, to unite with them and me to consult on cooperation and measures to restore the liberty and honor of the Most Christian King and his family, and to limit the dangerous extremes of the French Revolution.” About three years after the start of the French Revolution (1789-1815), royalty desperately tried to stop when their Kings was in danger. Emperor Leopold wrote letters to many Kings, trying to join them together in order to help his brother-in-law, the current King of France, after his “arrest.” The quote was from a letter written to King Louis, telling him of his (Emperor Leopold) plan to join many nations together in order to control the rebelling French citizens. Little did anyone know that it took twenty-four more years to end. But what had caused the French Revolution and the wars stemming from them (Wikipedia.com can explain the French Revolution Wars, later called the Napoleonic Wars, in more detail) to begin? What has positioned the citizens fighting for freedom and fairness against the government who wanted to keep power? No one knows the true answer, by many historians hold their own opinion. I personally believe that the absolute monarchy of the King was the primary cause because political, cultural, economical, intellectual, and psychological differences branched from it. All the reasons for the Revolution to begin are linked to the absolute power of the monarch.

What is absolute monarchy? Well, it’s when only one person controls the country. It was the current form of government in France and there was no other person or body to share or divide power. The King of France had control over every little thing. Due to changing times, the citizens of many countries preferred more freedom and power, including Frenchmen. But, since the King held full power, citizens became unhappy. *La Belle France* explained that warning signs of revolution were apparent among peasants, yet nobility still ignored them due to the ultimate power of the King. As a result of this, absolute monarchy was disliked at the time.

There were some other political bodies in Frances though. Since France had no law-making system, each of the thirteen regions within the country made its own laws and punished criminals. They were called Parlements and were disliked among the People. Then there were Intendents who worked for the King, but they held more

Comment [LD1]: Criterion A – Position: Student states a position on which factor played a primary role in causing the conflict.

Comment [LD2]: Criterion D – Sources: The response cites the source, *La Belle France*, within the paper and provides adequate information on this in its bibliography.

dislike from the citizens because they helped the already powerful King become even more powerful. Even though the People didn't have any influence on the King preceding the French Revolution, there used to be a group called the Estates General. It contained members from all social classes. The group wasn't official, though, but the King listened to them to get the People's opinion or perspective. The Estates General hadn't formed since 1614, over a century before the Revolution, which indicated that the King obviously no longer cared about what his followers wanted and thought.

Comment [LD3]: Criterion B - Reasons and Evidence Related to Social Science Perspectives: Response is credited for providing evidence for the position by evaluating causal factors from a political perspective.

If French royalty had not been so ignorant and ignored the commoners, they would have seen many indicators that revolt and rebellion were near. The citizens wanted power and freedom throughout the government. They believed that the people with a place in the government should deserve it, not be there by blood. They also thought that a single, unified law-making system should be in the country and, along with it, less power and control for a single person. In August 1789, the Representatives of the French people came together to form the *Declaration of the Rights of Man and the Citizen*. Though there are 17 articles, the first three summarized it all. The statements "Men are born free and remain free and equal in rights" (in first article), "The aim of every political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression" (second article), and "...no individual can exercise authority..." (in third article) display that the French citizens wanted to change from an absolute monarchy to a democracy where everyone has equal rights. Maximilien Robespierre, one of the Committee of the Public Safety leaders, announced his famous speech, *The Cult of the Supreme Being*, persuaded citizens to finally rebel by putting what everyone was thinking into the words, "He did not create kings to devour the human race...He created men to help each other mutually, and to attain to happiness by the way of virtue." With this he stated that God didn't want one ruler to control millions of people, but that everyone should have power. Even two decades before the French Revolution, people realized that the King often held too much power. On February 2, 1766, the Paris Parlement explained "...all make it imperative for your parlement to convey to Your Majesty the just protest of the magistracy crushed by continuous illegal acts, the last of which clearly reveals the use of absolute power..." Even groups close to the King and in the government tried to reason with him, yet he ignored everything. As the commoners revolted, the "Terror is the Order of the Day," in 1793, the government tired to control the citizens by "...demanding the creation

Comment [LD4]: Criterion B - Reasons and Evidence Related to Social Science Perspectives: Response is credited for providing evidence for the position by evaluating causal factors from a political perspective.

Comment [LD5]: Criterion B – Reasons and Evidence Related to Social Science Perspectives: Response discusses other political factors related to the position.

Comment [LD6]: Criterion C – Reasons and Evidence Supported by Primary Sources: Response provides evidence for the position by analyzing the primary source, Declaration of the Rights of Man and the Citizen. Criterion D – Sources: The response cites the sources within the paper and provides adequate information on this in its bibliography.

Comment [LD7]: Criterion C – Reasons and Evidence Supported by Primary Sources: Response provides evidence for the position by analyzing the primary source, Robespierre's speech "The Cult of the Supreme Being." Criterion D – Sources: The response cites the sources within the paper and provides adequate information on this in its bibliography.

of the revolution army...let this army be established such that there remains in each city sufficient forces to restrain malicious people..." The government tried to restrain the People with the same power they were fighting against because they wanted to keep the absolute power that they had over the French citizens. By doing this they were trying to end the Revolution and didn't take it very seriously until this plan failed.

Comment [LD8]: Criterion C – Reasons and Evidence Supported by Primary Sources: The response quotes and analyzes the government declaration, "Terror is the Order of the Day." However, while the response relates this source to absolute power, the response does not clearly reference this source. Someone with limited knowledge on this topic would not be able to recognize this as a primary source – the response does not actually explain what "Terror is the Order of the Day" is. Criterion D – Sources: The response does not clearly reference the source within the text.

The social classes, known as the Three Estates, were a purely political and cultural matter. The King didn't want to disturb the ranks due to the fact that citizens would be mad to always move around and never really belong. Plus, moving a higher ranked person to a lower social class could be dangerous and cause unhappy followers. As a result, not even the deserving Third Estate could move up in power and status, which is what really mattered at the time. Everyone was used to the unchanging classes and it was tradition and their culture to stay where you were. The First Estate, or Clergy, was full of French Catholic Church officials and owned 10-15% of the land in France. The Second Estate, or Nobility, were leaders of government, army, and the Church and owned 30% of land. Both Estates were, as spokaneshools.org said, "privileged" because they only paid rent and never paid taxes. The Third Estates consisted of the bourgeoisie, urban artisans, and peasants. The bourgeoisie were merchants, bankers, manufacturers, doctors, intellectuals, and lawyers. They owned 20% of land and some were "privileged" by not paying taxes. The peasants, on the other hand, weren't as lucky. There were 21 million peasants and they owned 30-40% of land, but they had to pay taxes for church and the prices increase of wine, salt, and bread, due to the bad harvests in the 1780s. The peasants and urban artisans lived in poverty. The King never thought it was wrong that the poorest people in France were paying taxes, so he never changed it.

Comment [LD9]: Criterion D – Sources: The source is not adequately cited to be credited.

Economically, France's debt increased so the taxes increased. Due to the Seven Years War, aid in the American Revolution, and Louis XIV building the palace in Versailles, France was in debt. Due to the First Estate, Second Estates, universities, Parlements, the Church, some cities, and aristocracy not having to pay, only common people, business class, professional class, and peasants only paid taxes, the people and places that had plenty of money to spare kept on living luxurious and carefree lives because the King didn't do anything. It he really wanted to reduce debt, everyone, no matter the social class, would be paying taxes.

Comment [LD10]: Criterion B – Reasons and Evidence Related to Social Science Perspectives: Response evaluates factors from a social perspective to provide evidence for the position.

Outside influences affected France's citizens both intellectually and psychologically. New ideas were discovered and made. These ideas changed their way of thinking. The Enlightenment gave people new ideas.

Comment [LD11]: Criterion B – Reasons and Evidence Related to Social Science Perspectives: Response evaluates factors from an economic perspective related to the position but it is NOT sufficiently distinct from the evaluation of social factors and thus, does not earn the response additional credit.

Philosophers never said anything about revolution but it gave commoners the idea. Also, the Enlightenment is where new ideas about government and democracy formed. The aid of the French in the American Revolution was huge. France.com states that “France had played a deciding role in the American Revolutionary War, sending its navy and troops to aid the rebelling colonists.” While the troops were there, revolution and notions of freedom passed between the colonists and the French. In this case, the monarch wasn’t controlling enough and the People became convinced that revolution was a good thing. With more control, the King could have erased any idea for a revolution from the citizen’s mind.

Comment [LD12]: Criterion B – Reasons and Evidence Related to Social Science Perspectives: Response discusses factors from a cultural/intellectual perspective but the evaluation of these factors is not clear enough to be credited.

In conclusion, I believe that the French Revolution was caused by the absolute monarchy. The monarchy affected the country politically and culturally through the never changing conditions, non-deserving people, and unfairness between the Three Estates, or social classes. France was economically broke and taxes rose due to the royalty’s luxuries and debts, which only the people in poverty paid for. In the intellectual and psychological way, outside influences gave ideas revolution when the King should have been more controlling. Since the monarch held absolute power over France, all these problems were do to him. Due to mostly unfairness, the French citizens decided to change France’s government by rebelling, revolting, and starting a revolution after they tried to tell the King their demands, and he had ignored them. I think that it was the fault of France’s monarchs for thinking that they were better than everyone else, or not doing what was right due to peer pressure. Many revolutions, past and present, can be caused by unhappy citizens. Today small things like the writer’s strike and school teacher’s strikes occur when the school districts don’t listen to the wants of their employees. If the bosses simply just did as their employees wanted, then the strikes never would have happened. Also, the Iraq citizens are fighting for the freedom that they never had with Saddam. So, leader should realize that if they don’t listen to their followers, they might find themselves in the midst of a revolution.

Comment [LD13]: Criterion A – Position: The response finds similarities between this conflict and current conflicts. However, it does not clearly draw a conclusion about how studying the French Revolution helps us to understand current conflicts.

Bibliography

Horne, Alistair. *La Belle France*. New York: Vintage Books, 2004.

Four out of the eighteen books written by Horne are about the French Revolution time in history. He works at St. Anthony's College and won the French *Legion d'Honneur* in 1993. This book is unbiased because it's told without favoring a side.

"French Revolutionary Wars." Wikipedia. November 29, 2007.

http://en.wikipedia.org/wiki/Wars_of_the_French_Revolution.

This is a basic internet encyclopedia. It is designed to have anyone write information on it, but the information is generic and basic, and written unbiasedly that it should be considered a basic overview of the French Revolutionary Wars.

"Causes of the French Revolution." The Fastest Way to France. January 11, 2004.

France.com. November 30, 2007. <http://www.france.com/docs/153.html>.

This internet web site has basic information on France. It's made for a history learner and is unbiased. It should be considered a useful summary of the causes of the French Revolution.

"The Causes of the French Revolution." Spokaneschools.org. November 30, 2007.

<http://www.spokaneschools.org/shadle/markmi/WH/collaboration%20site/revolution/Cau>.

This is a basic internet web site with basic information. It is designed to hold an unbiased opinion and should be considered a useful overview of the causes of the French Revolution.

“The Padua Circular.” Retranslated from *Stewart, John Hall. A Documentary Survey of the French revolution. (New York: Macmillian, 1951) 221-23. <http://chnm.gmu.edu/revolution/d/420/>. 13 December 2007.*

This is a letter written by Emperor Leopold von Habsburg of Austria on July 5, 1791 to King Louis, his sister’s husband. Since we were not there at the tome, we can only accept that this is what was really written.

“Terror is the Order of the Day.” Translated from *Reimpression de l’ancien Moniteur, 32vols. (Paris: Imprimerie nationale, 185863) 17:58083, 586, 561. <http://chnm.gmu.edu/revolution/d/416/>. 13 December 2007.*

This document is the author’s account of the bill used to control revolting citizens. Since it was written on record and was accepted by the government, we have to trust that it is correct.

“La Chalotais Affair.” Translated from *Flammermont, Jules. Remonstances du Parlement de Paris au XVIIIe siet, vol. 2 (Paris: Imprimerie Nationale, 1888-98), 534-38. <http://chnm.gmu.edu/revolution/d/348/>. 13 December 2007.*

This is a letter written to the king of France from the Paris Parlement on February 2, 1766. Since we were not there we need to trust that the words and motives of the Parlement are correct.

“Declaration of the Rights of man and the Citizens.” From *Anderson. Frank Maley. The constitution and Other Select Documents Illustrative of the History of France, 1789-1907 (New York: Russell and Russell, 1908). Pp. 59-61. <http://historyguide.org/intellect/declaration.html>. 12 December 2007. 12 December 2007.*

This document was placed on the Internet web page by Steven Kreis in 2001 and was last revised on May 13, 2004. The document was made by the Representatives of the French People in August 1789. We must trust that it was written correctly both times since we were not there when it happened.

Robespierre, Maximilien. "The Cult of the Supreme Being." *Internet Modern History Sourcebook*.

<http://www.fordham.edu/halsall/mod/robspierre-supreme.html>. 11 December 2007.

Paul Halsall places this on the Internet web page in August 1997. We must trust that it was written correctly both when it was spoken and when Mr. Halsall put it on the Internet. Since we were not there, we have to believe it's correct.

Scoring Matrix - High School – Causes of Conflict - Paper: ____# 1_____

CRITERION A

The position in the response is proficient (level 3). It states a position on why a factor played a primary role in causing the conflict (absolute monarchy). The response also finds similarities between this conflict and current conflicts (leaders need to listen to their followers – likens this idea to the writers’ strike and the conflict in Iraq). While the response mentions the writer’s strike and the conflict in Iraq, it does not draw a conclusion about how studying this conflict helps us understand the causes of current conflicts. Hence, the response can earn no more than a 3 for this criterion.

Position CRITERION A:			
	Yes or No?	Clear?	Comments
States a position on why a factor played a primary role in causing the conflict.	Yes		Absolute monarchy
Finds similarities between this conflict and current conflicts.	Yes		leaders need to listen to their followers - liken that to writers’ strike, Iraqi conflict
Draws a conclusion about how studying this conflict helps us understand the causes of current conflicts.	No		

Score: __3__

CRITERION B

The response provides reasons and evidence related to social science perspectives that are proficient (level 3). The response evaluates factors causing the conflict from a political perspective (evaluation of the role of the Intendants connected with people’s unhappiness that the King had too much power) and a social perspective (3rd Estate had to pay taxes). This evaluation is adequately explained and sufficiently explicit to be credited (note: the response could be stronger if it included more specific commentary about how these factors led to the outbreak of Revolution). While the response also discusses intellectual and cultural factors (philosophes gave the idea of revolution), the evaluation of these factors is not adequately explained to be credited. The response also does not receive additional credit for the economic perspective because it is not explained as distinct from the social perspective. Hence, the response earns a 3 for this criterion.

Reasons and Evidence – Social Science Perspectives CRITERION B	Yes or No?	Accurate?	Comments

Provides reasons for the position on causes of the conflict OR Attempts to explain factors causing the conflict from one or more social science perspectives.	Yes		
Provide evidence for the position by evaluating factors causing the conflict from from ONE social science perspective	Yes		Evaluation of Intendents and lack of power for the Estates General
...from a SECOND social science perspective	Yes		Social – Third Estate had to pay taxes
...from a THIRD social science perspective	No		Intellectual/Cultural - Enlightenment - philosophes gave idea of revolution - the King did not have an idea enough (weak but minimal)
			Economic is not credited because it overlapped too much with social perspective

Score: 3

CRITERION C

The response provides primary sources to support reasons and evidence for the position that are proficient (level 3). The response receives credit for its analysis of the Declaration of the Rights of Man and Robespierre’s speech, the Cult of the Supreme Being. Each is adequately quoted or paraphrased as well as analyzed and thus, each is credited. The response also quotes and analyzes the government declaration, “Terror is the Order of the Day.” However, while the response relates this source to absolute power, the response does not clearly reference this source. Someone with limited knowledge on this topic would not be able to recognize this as a primary source – the response does not actually explain what “Terror is the Order of the Day” is. Hence, the response earns a 3 for this criterion.

Reasons/Evidence CRITERION C:		
Provides reason(s) for the position supported by evidence.		
The evidence includes relevant information from ONE primary source.		
The evidence includes an analysis of relevant information from ONE primary source.	Yes	Robespierre’s Cult of the Supreme Being is credited - clear analysis
The evidence includes an analysis of relevant information a SECOND primary source.	Yes	Declaration of the Rights of Man

The evidence includes an analysis of relevant information a THIRD primary source.	No	Terror is the Order of the Day - related to absolute power – not adequately cited.
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Score: 3

CRITERION D

The response references and cites four or more relevant sources and thus, is considered proficient for this criterion. In addition to the two primary sources referenced in the scoring notes for Criterion C, the response also references and cites the secondary source, La Belle France. Since the response cites all of these sources within the paper and provides adequate information on these sources in its bibliography, it receives credit for each. However, it does not receive credit for “Terror is the Order of the Day” because it is not clearly referenced within the text. Hence, it earns three points for this criterion.

Credible Sources CRITERION D:					
Task	Yes/ No?	Paraphrases/ Quotes Source?	Relevant/ Supportive?	Cites Source?	Comments
Makes an explicit reference to a source	Yes	Yes	Yes	Yes	Robespierre’s speech
Makes an explicit reference to a SECOND source	Yes	Yes	Yes	Yes	Declaration of the Rights of Man
Makes an explicit reference to a THIRD source	Yes	Yes	Yes	Yes	La Belle France
Makes an explicit reference to a FOURTH source	No	Yes	Yes	Yes	Terror is the Order of the Day
Other:	No				France.com and spokaneschools.org – not adequately credited

Score: 3

THE FRENCH REVOLUTION

The French Revolution was a series of wars in between the years 1792 and 1802. It was fought between the French Revolutionary government and several European states and countries. There are many causes that led to the French Revolution, such as the absolute monarchy of France and finances, but there is one cause the can be called the main reason. That cause would be the structure of French society.

Overall, the structure of French society is what caused the French Revolution, but in that lies many reasons for the cause, such as royal absolutism. First of all, just what is royal absolutism? As defined by dictionary.com, royal absolutism is “a form of government in which all power is vested in a single ruler or other authority,” and that is exactly what it is. In a royal absolute government, the monarch has absolute power over everything, whether it be the state, the people, or any other matter; if the king wants it, the king gets it.

“The French revolution was whats up changed the political state of Europe, to terminate the strife of kings among themselves, and to commence that between kings and people. This would have taken place much later had not the kings themselves provoked it. They sought to suppress the revolution, and they extended it; for by attacking it they were to render it victorious.” The quote from François Mignet shows that royal absolutism had a part in the French Revolution. The absolute monarchy of the eighteenth century existed thanks to Louis XIV. After Louis had changed the French government into an absolute monarchy, it would stay that way for about a century. During absolute monarchy France, it became obvious the king did not care for the influence or the needs of the French people. The Estates General, representatives from each of the three Estates of the French social structure, were the only voice the French people had ever had. If the kind had cared for the opinions of the French people, he would have convened the Estates General for their vote on his decrees. However, the Estates General had not been convened since 1614, showing the king had no interest in the wishes of the people. This lack of attention to the people caused the Estates to look for change.

The class structure of France was divided up into three Estates, the first being clergy, the second nobility, and the third middle class and peasants. The first Estate of the clergy had roughly 130,000 members. They

Comment [LD14]: Criterion A – Position: Response states a position on the main factor causing the conflict.

Comment [LD15]: Criterion C – Reasons and Evidence Supported by Primary Sources: Response provides evidence for the position by analyzing the primary source, Francois Mignet’s firsthand account of the French Revolution, quoted in the response and cited in the bibliography. Criterion D – Sources: The response cites the sources within the paper and provides adequate information on this in its bibliography.

collected Church tax, supervised education, and registered births, deaths, and marriages. The clergy were also given special privileges, the most notable being the exemption from taxes although they owned 1/5 of the land in France, and could not be tried in a court of law. The second Estate of the nobility was only slightly smaller than the clergy with 110,000 members. The nobility were able to collect taxes and monopolize appointments in state and military services. Similar to the clergy, they did not pay taxes while owning about 1/5 of French land. The third, final, largest, and lowest Estate is the middle class and peasants. It consisted of an overwhelming 24,750,000 members. Unlike the clergy and nobility, the third Estate had no privileges or exemptions; the full weight of taxation fell on their shoulders. Out of all the Estates, the third is the one that wished for change the most.

The plight of the third Estates of the middle class and peasants traces back once again to Louis XIV. Thanks to many war campaigns led by Louis XIV, France was bankrupt by 1789. This could have been avoided by taxing every one of the three Estates, yet only the third Estate received taxation. This is just one of the many flaws in eighteenth century France's government. Instead of taxing all Estates equally, they put complete burden of the taxes on the lowest and poorest Estate. If they had taxed all of the Estates, France would have had some money to pay off war debts. But by taxing the peasants they received little to no money while at the same time angering the peasants. They had little to contribute in the beginning, and over the course of the century they were forced to contribute even more. An incredibly large, overly-taxed amount of people is never a good thing to create. However, the taxation of the people of the third Estate is not the only reason they wanted change.

Whenever a revolution occurs, there is almost always a problem with the law of the country, and the French Revolution was no exception. Up until 1789. There were thirteen distinct regions that mad up France, and each was under the jurisdiction of their own Parlement. A Parlement could have inbetween 50 and 150 members. Acting as the local judges and legal elites, they were in charge of trying people for murder, theft, sedition, forgery, and libel, and weren't always very just in their actions. As a result, they became hated by everyone, including the king himself. However, the king was also far from being innocent. He would have royal lackeys called intendants. The intendants received more hatred than the Parlement. Known for their harsh taxation and arrest of peasantry, the intendants were despised by all members of the third Estate, and even the nobility held a hatred for them. With the law furthering to anger the peasantry, along with an annoyed class of nobles, it's obvious to see why the

Comment [LD16]: Criterion B – Reasons and Evidence from Social Science Perspectives: Response is credited for providing evidence for the position by evaluating causal factors from a social perspective.

Comment [LD17]: Criterion B – Reasons and Evidence from Social Science Perspectives: Response is credited for providing evidence for the position by evaluating causal factors from an economic perspective.

situation causing the inefficient operation of France was only fuel feeding the fire of revolution. The structure of their society was falling apart before the very eyes of the French.

Comment [LD18]: Criterion B – Reasons and Evidence from Social Science Perspectives: Response is credited for providing evidence for the position by evaluating causal factors from a political perspective.

The last piece of the puzzle to the French Revolution caused radical ideas among the people of the Estates, ultimately leading up to the Revolution itself. Whenever new, radical ideas concerning the eighteenth century are brought up, it can only mean one subject: the Enlightenment. The philosophies of the Enlightenment attacked established order and authority. When these ideas were introduced to the people of France, they took them to heart. However, they took them to an extreme. The philosophies did not encourage violence in any way, but violence was inevitable. Because of their stand on authority, the philosophies created the mentality of a revolution. It was the last push needed for the Revolution to being. The radical ideas of the Enlightenment sparked a new life into the people of France, mainly those of the third Estates.

Comment [LD19]: Criterion B – Reasons and Evidence from Social Science Perspectives: Response is credited for providing evidence for the position by evaluating causal factors from a political perspective.

The result of the cry for new order was the Declaration of the Rights of man and the Citizen. Similar to the U.S.'s Declaration of Independence, it stated the rights of every man and citizen. Some of these rights include the right to equal rights, a general tax for all, and that every man is innocent until proven guilty. However, this did not solve the problems of the French people. It only led to a complete overthrow of the monarchy and the declaration of France as a republic, which ultimately led to more problems.

Comment [LD20]: Criterion C – Reasons and Evidence Supported by Primary Sources: Response provides evidence for the position by analyzing the primary source, Declaration of the Rights of Man and the Citizen. Criterion D – Sources: The response cites the sources within the paper and provides adequate information on this in its bibliography.

When France went into war in 1792, it was also experiencing inner turmoil. As they fought Austria and its allies, the French were having a crisis. The threatening Prussian and Imperial armies promised retaliation on them if they were to reinstate the monarchy. Consequently, King Louis XIV was seen to be conspiring with France's allies and condemned to death at the guillotine. Shortly after Louis XIV's execution in January of 1793, Maximilien Robespierre stated, "The monster which the genius of kings had vomited over France has gone back into nothingness. May all the crimes and the all the misfortune of the world disappear with it! Armed in turn with the daggers of fanaticism and the poisons of atheism, kings have always conspired to assassinate humanity. If they are able no longer to disfigure Divinity by superstition, to associate it with their crimes, they try to banish it from the earth, so that they may reign there alone with crime." Monarchy in France was truly over. When war began going badly for the French, the new government took on a radical new policy. Anyone accused of counter-revolutionary activities were condemned to death. Over 18,000 people were executed under the guillotine inbetween 1793-

Comment [LD21]: Criterion C – Reasons and Evidence Supported by Primary Sources: Response provides evidence for the position by analyzing the primary source, a speech by Robespierre quoted in the response and cited in the bibliography. Criterion D – Sources: The response cites the sources within the paper and provides adequate information on this in its bibliography.

1794. All of this death, pain, and destruction was spawned from the oppression of one social class. Had the third Estate received fair treatment compared to the first two, the gruesome period of time known as the French Revolution might have been avoided.

The social structure of France in the eighteenth century was what created the French Revolution. While the clergy of the first Estate and nobility of the second Estate enjoyed lives of luxury with many privileges, the peasants of the third Estate lived a life of poverty and received no privileges whatsoever. We as a society have been able to learn many things from this period in time. One example is that people need some say in what happens to be happy. Something else we've learned is that it's not a brilliant idea to oppress any social class, especially the largest one. We've learned from the mistakes of the French Revolution, and live in a better society because of that. So although the social structure of eighteenth century France caused terrible tragedies, we couldn't be the people we are today without learning from the mistakes made by the French.

Comment [LD22]: Criterion A – Position: Response draws a conclusion from analyzing the French Revolution but the conclusion is vague and does not relate to understanding current conflicts.

BIBLIOGRAPHY

PRIMARY SOURCES

1. National Assembly of France. *Declaration of the rights of Man and the Citizen*. 26 August 1789. Official document signed by member of the Assembly of France stating the rights of the people.
2. "Maximilien Robespierre: The Cult of the Supreme Being." Paul Halsall. August 1997. <<http://www.fordham.edu/halsall/mod/robespierre-supreme.html>>

Maximilien Robespierre was a leader of the Committee of Public Safety during the most radical phase of the revolution. The quote is a part of speech made in 1793 by Robespierre.

3. Mignet, François. *History of the French Revolution from 1789 to 1814*. BiblioBazaar, 7 October 2006. The original *History of the French Revolution* was written by François Mignet in 1824, Mignet lived through the French Revolution and is a reliable source for information on the subject.

RESOURCES

4. "The French Revolution." John Hamlin. 27 February 2007. <<http://www.d.umn.edu/~jhamlin1/political.html>>

John Hamlin is a teacher, who wrote this paper, "The French Revolution." It provides an unbiased view of the French Revolution, and there is no reason to believe he is not a reliable source.

5. "French Revolutionary Wars." 30 December 2007. <http://en.wikipedia.org/wiki/War_of_the_French_Revolution>

Although the well known internet encyclopedia, Wikipedia, can be modified by anyone, their page on Wars of the French Revolutions is reliable, with credible resources to where they got their information.

6. "The Causes of the French Revolution." Steven Kreis. 30 October 2006. <<http://www.historyguide.org/intellect/lecture11a.html>>¹

Taken from Steven Kreis' info page: "*The History Guide is a world wide web project designed to assist teachers, students, and anyone else interested in the history of western civilization from its origins at Sumer to the present. This website includes ninety full-text lectures as well as almost three hundred secondary pages that contain biographies, primary sources, and lists on Internet resources. The History Guide has been online since August 1996. It was developed and is authored, edited, and maintained solely by Steven Kreis. I did my undergraduate work at Boston University and received a B.A. (1977) in both Philosophy and Political Science. I earned my M.A. (1984) and Ph.D. (1990) in History at the University of Missouri-Columbia.*" ~Steven Kreis

¹ <http://www.historyguide.org/intellect/lecture11a.html> has information identical word-for-word to a reference paper you gave us. However, on that paper the URAL ran off the page making it impossible to put the correct URL.

7. "French Revolution." 11 December 2006.
<http://en.wikipedia.org/wiki/French_revolution>

Wikipedia's section on the French Revolution is a locked subject, meaning no one can modify it. There is no reason to believe it is not a credible resource.

Scoring Matrix - High School – Causes of Conflict - Paper: ____#16_____

CRITERION A

The position in the response is considered “partial” (level 2). It states a position on why a factor played a primary role in causing the conflict (the structure of French society). However, the response does not note any similarities between this conflict and current conflicts. In addition, it does not draw a conclusion about how studying this conflict helps us understand the causes of current conflicts. Hence, the response can earn no more than a 2 for this criterion.

Position CRITERION A:			
	Yes or No?	Clear?	Comments
States a position on why a factor played a primary role in causing the conflict.	Yes		One main reason = structure of French society
Finds similarities between this conflict and current conflicts.	No		
Draws a conclusion about how studying this conflict helps us understand the causes of current conflicts.			

Score: __2__

CRITERION B

The response provides reasons and evidence related to social science perspectives that are considered “excellent” (Level 4). The response evaluates factors causing the conflict from a political perspective (the court system was corrupt; ideas from the Enlightenment provoked the Third Estate to want change), an economic perspective (3rd Estate had to pay taxes), and a social perspective (the Third Estate had no privileges or exemptions and wanted change). This evaluation is adequately explained and sufficiently explicit to be credited (note: the response could be stronger if it included more specific commentary about how these factors led to the outbreak of Revolution). By evaluating factors from three or more social science perspectives, the response earns a 4 for this criterion.

Reasons and Evidence – Social Science Perspectives CRITERION B	Yes or No?	Accurate?	Comments
Provides reasons for the position on causes of the conflict OR Attempts to explain factors causing the conflict from one or more social science perspectives.	Yes		

Provide evidence for the position by evaluating factors causing the conflict from ONE social science perspective	Yes		Political - royal absolutism = structure of society (King did not care for the needs of the French people - he chose not to convene the Estates General)
...from a SECOND social science perspective	Yes		Social Structure - Third Estate had no privileges or exemptions - wished for change
...from a THIRD social science perspective	Yes		Economic - taxation of the people
	Yes		Political/Cultural - Radical Ideas from the Enlightenment

Score: 4

CRITERION C

The response’s use of primary sources to support reasons and evidence for the position is considered “excellent” (level 4). The response receives credit for its analysis of the Declaration of the Rights of Man, a speech by Robespierre, and a history of the French Revolution from Francois Mignet. Each is adequately quoted or paraphrased as well as analyzed in the response and cited in the bibliography and thus, each is credited. The response also quotes and analyzes the government declaration, “Terror is the Order of the Day.” For providing evidence for the position by analyzing three or more primary sources, the response earns a 4 for this criterion.

Reasons/Evidence CRITERION C:		
	Yes or No?	Comments
Provides reason(s) for the position supported by evidence.		
The evidence includes an analysis of relevant information from ONE primary source.	Yes	Declaration of Rights of Man
The evidence includes an analysis of relevant information a SECOND primary source.	Yes	Francois Mignet using the quote appropriately related to absolute monarchy
The evidence includes an analysis of relevant information a THIRD primary source.	Yes	Robespierre’s quote - analyzed as it related to the escalation of violence related to the Revolution

Score: 4

CRITERION D

The response references and cites three relevant sources and thus, is considered proficient for this criterion (Level 3). It is credited for the three primary sources referenced in the scoring notes for Criterion C. While the

bibliography also references secondary sources, none of these are referenced within the text and thus, the response earns only a 3 for this criterion.

Task	Yes/ No?	Paraphrases/ Quotes Source?	Relevant/ Supportive?	Cites Sources?	Comments
Makes an explicit reference to a source	Yes	Yes	Yes	Yes	Francois Mignet using the quote appropriately related to absolute monarchy
Makes an explicit reference to a SECOND source	Yes	Yes	Yes	Yes	Declaration of Rights of Man
Makes an explicit reference to a THIRD source	Yes	Yes	Yes	Yes	Robespierre's quote - analyzed as it related to the escalation of violence related to the Revolution
Makes an explicit reference to a FOURTH source					

Score: 3