

Document-Based Assessment for Global History

SECOND EDITION

Theresa C. Noonan

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INTRODUCTION

Robin W. Winks, in *The Historian As Detective*, makes the analogy between the works of two professions—the historian and the detective. It is a link that we want students to make as we ask them to “do history.” Just as historians become detectives as they work with clues from the past, students should learn to examine evidence, question its relevance, assess its validity, and then formulate hypotheses which they test further. Often these answers are challenged by others as they interpret the evidence and arrive at conflicting interpretations. Being a historical detective is challenging, engaging, and exciting work.

This book is designed to help teachers and students become better historians, thinkers, and writers. It provides them with opportunities to do the work of all three at one time. They examine evidence and data in order to arrive at informed and thoughtful positions, then present their thoughts clearly, logically, and effectively in writing. Although this is a challenging task, the required skills can be developed with practice—skills that we all need in order to be effective citizens and lifelong learners.

What Is a Document-Based Question, or DBQ?

A document-based question is a writing task in which a student analyzes significant evidence—documents and other data—to reach an informed position, then presents that information in a persuasive, logical, and accurate essay. The questions are generally open-ended, giving students the opportunity to develop responses to the questions using the documents and the information they have learned in their study of global history. The documents are mostly primary sources or eyewitness accounts provided by people who were actually “making history” or witnessing the events being examined. These primary sources include diaries, speeches, newspaper accounts, reports, and cartoons. Other documents considered primary sources are maps, photographs, graphs, and charts. In addition, secondary accounts or later interpretations of the events are included to provide different perspectives. Secondary accounts are written by people who have studied the primary

sources and reached conclusions based on the evidence. At times, these conclusions are contested by others who present conflicting interpretations, making for interesting analysis. Just as two eyewitnesses can disagree about what happened, historians also disagree and offer different interpretations about what happened and why it happened. Both primary sources and secondary accounts provide raw material for historians.

Why Use DBQs?

Document-based questions require students to think analytically when using the documents and to write responses that integrate information from a variety of sources. These are very important skills. Some of the skills involved in historical analysis include the following:

- evaluating the reliability, validity, and accuracy of historical sources
- identifying the point of view of these sources as well as determining bias
- identifying a problem or issue and considering alternative positions and solutions
- categorizing information as political, social, or economic, or as positive or negative
- comparing and contrasting different interpretations of key events
- constructing support for a position by choosing accurate, relevant evidence

Writing skills are crucial. Students need a process in place for addressing document-based questions. They need direct instruction using primary sources and conflicting interpretations of historical events, as well as repeated opportunities to practice these skills in class and in independent practice or homework. The students should be engaged in analyzing documents and writing in conjunction with documents almost daily.

The questions provided in this book can be used as a basis for class discussion or as preparation for a debate or seminar. They can be used for research projects or in extended writing tasks, as well as for

(continued)

formal assessment. These questions could also be used in the essay portion of a unit or final exam. If used as part of an assessment, it is important that students understand the expectations for this type of writing. Consequently, students must be familiar with the rubric that defines the criteria or characteristics of the content and skills required for each level of performance. A generic rubric has been included in this book (on pages *xi-xii*); however, it should be tailored to specific questions.

In addition, students benefit most if English and social studies teachers use a common vocabulary and integrate instruction to reinforce the appropriate thinking and writing skills in both classes. Students and teachers need to examine exemplary or “anchor” papers, and to reflect on their own development of writing skills. For that reason, student responses to several questions have been included in this book and can be used for instructional purposes. All students need to be effective thinkers and writers. Consequently, instructional strategies that develop these skills are important parts of every teacher’s repertoire.

How to Use and Teach DBQs

The document-based questions in this book are suitable for use with high-school students and can be used in a variety of ways as described above. They may also be used with more able upper middle-school students who have been given enough practice with this format. Students usually have experience working with documents throughout their educational careers. Students in primary and intermediate grades work with age-appropriate artifacts, diaries, maps, and documents of all kinds. Consequently, when teachers at the middle- or high-school level engage students with these kinds of sources, they need to remind students that they have had plenty of experience in “doing history” with documents. The documents in this book may be complex or lengthy, but students can do this type of thinking and writing. Because of some students’ lack of experience, teachers may want to further edit some of the documents or limit the number of documents they choose to use.

In the beginning, it is best to introduce the documents in this book as part of class instruction, so that the analytical skills can be taught directly or practiced in a supported environment. Each of the DBQs includes scaffolding in the form of questions

that guide the student in interpreting the document and in addressing the main question or prompt. To help students develop these skills, teachers can use the documents as part of instruction on a particular topic. For example, the DBQ on ancient Greece, as well as pictures of representative art and architecture, can be used in daily lessons before it is used as a test question.

In addition to the documents with scaffolding, each DBQ is followed by a grading key. Several DBQs also include a ninth-grade student’s work and teacher-assigned grades and comments. In addition, a Guide to Responding to Document-Based Questions has been included for students because it is important for them to have a process to use when addressing DBQs. With the guide, the rubric, the documents, the model student work, and the suggestions for instruction provided in this book, you are equipped to teach students how to write effective essays using documents.

Ideas for Lessons

At the beginning of the year, you may need to introduce or review the Guide for Responding to Document-Based Questions. At this time, it is important to use DBQs for instructional purposes so that students are comfortable and prepared to write DBQ essays when they are used as part of your assessment plan. Students should have the opportunity to review models of good essays. They should also be familiar with the rubric that you will be using to grade the essays.

In class lessons, use the documents as a basis for engaging the students in learning the essential information about a topic. You can add more visuals and artifacts to supplement those from this book in your daily lessons. For example, this process would work with DBQs dealing with the contributions of ancient Greece, the achievements of ancient Civilizations, Islamic civilization, and the civilizations of the Americas.

Use the documents as a basis for the instruction of an entire unit. For example, when teaching about the Industrial Revolution, have the students complete a graphic organizer of the essential-to-know concepts about the Industrial Revolution. Students begin by writing what they know or what questions they have about the topic before starting the unit. They will complete their graphic organizer

(continued)

after they have used the documents for each unit. For DBQ 12, for example, students might begin by asking themselves the following questions:

- What was the Industrial Revolution? Where did it begin, and why?
- What were the results of the Industrial Revolution (positive and negative)?
- How were the problems addressed or solved?

As another example, you could use a similar process to teach imperialism from different perspectives using DBQs 15, 16, and 17.

Set up learning stations by posting each document at a table or different place in the classroom and having students in small groups move from document to document. They will analyze the document together and respond to the scaffolding questions on their answer sheets before moving to the next document after a set time period.

Arrange the class in expert groups and assign each group a document to analyze and prepare to teach the rest of the class. This is a good way to help students prepare to write a response to an assigned DBQ.

Use a DBQ to review a topic across time and place. For example, to review human rights abuses, use DBQ 23. For global interaction, use DBQ 9.

Rewrite the task/question so it is more specific as to the number of examples students must include or the items they must address in their essay.

Use the DBQ as a basis for a seminar or debate. Rewrite the task so that it requires students to take a side or position. Specific DBQs that could be used in this way include the following:

- Imperialism in India: An Evaluation
- Imperialism in Africa: An Evaluation
- Causes of World War I
- Twentieth-Century China

Differentiating Instruction

The following ideas may help when working with students who are unfamiliar with DBQs, or who need extra support in working with documents.

Be sure that students understand the vocabulary by introducing new vocabulary before using the document. You may also need to provide a definition bank with each document.

Rewrite or adapt documents so that only the essential information is included.

Start by using two to four of the documents in a DBQ, and have students write a paragraph. Gradually add to the number of documents the students need to use. Have students practice writing a complete essay with introduction, body paragraph(s), and a conclusion. Start with two categories, and two documents for each category. Give students a graphic organizer or block to plan their response to the task.

Vary the test expectations or assignment. In lieu of having students write a complete essay, assign a mind map, outline, block, or other type of graphic organizer in which the student identifies the important information she or he will include from the documents and from outside information. Check the outline or graphic organizer for understanding and completeness. Another alternative to students writing a complete essay is for students to write the introductory paragraph and the first body paragraph after doing the organization or plan for writing.

To be sure that students are including information from the documents, teach them to cite the document they use. To ensure that students are including outside information, have them highlight it with a light-colored marker in the essay or paragraph.

(continued)

TO THE STUDENT

The document-based questions in this book are designed to help you become a skillful historian and a competent writer. You will examine real evidence about important questions in history. You will weigh this evidence against what you already know in order to reach a position. This process reflects what historians do. The skills you will practice are authentic to the analysis of history. You will examine primary source documents. You will analyze conflicting interpretations of historical events. You will interpret graphs, cartoons, maps, and charts. From all of this, you will then construct an understanding of an event or era. These are important skills for everyone to possess and to demonstrate.

Writing answers to DBQs will help you improve your complex reasoning skills. You will learn to detect bias, to weigh evidence, and to develop logical solutions. This process will guide you to express yourself in a clear, thoughtful, persuasive essay.

The Guide to Responding to Document-Based Questions included in this book provides you with a process to use whenever you are writing a DBQ essay. If you also want to know how your essay will be evaluated, the Scoring Rubric identifies the criteria used in grading your DBQ essay. Use this rubric to grade your essays before handing them in to your teacher. In addition, ask your teacher to duplicate a sample essay from this book or from your class so you can see a model essay.

You are now ready to begin. Start by reviewing the Guide to Responding to Document-Based Questions and the Scoring Rubric.

Guide to Responding to Document-Based Questions

A DBQ provides you with an opportunity to weigh significant evidence/ documents to reach an informed position and to present the information in response to a question.

Process

1. Read the question carefully. What does the question ask you to do? Underline key words, eras, names, issues, or categories used in the question.
2. Write down the facts—names, dates, events—that you know about the topic and time period.
3. Read and analyze the documents. Write notes or respond to the scaffolding questions.
4. Reread the question, then consider the documents and your outside information.
5. Plan/organize your response using a block, outline, mind map, or other graphic organizer.
 - Identify the main subjects to be discussed in the body paragraphs.
 - Select the documents related to each topic.
 - Write down important information from the documents and from your outside knowledge of the topic.

(continued)

6. Write an organized essay responding to the question.

- **Introductory paragraph:** Take a stand on the question. Respond to all parts of the question. Develop your thesis. To what degree is it true? Provide background and explanation and definition of terms used in the question. Introduce the topics you will discuss in the body of your essay.
- **Body paragraphs:** Use a separate paragraph for each topic, issue, or argument. Include specific examples to support generalizations or to make distinctions. Cite specific evidence from the documents, but avoid long quotations. Integrate information from the documents and from your knowledge in responding to the questions.
- **Concluding paragraph:** Restate your position and main ideas that you presented in your essay.

GENERIC SCORING RUBRIC

5	<ul style="list-style-type: none"> • Thoroughly develops all aspects of the task evenly and in depth • Is more analytical than descriptive (analyzes, evaluates, and/or creates information) • Incorporates relevant information from at least ___ documents • Incorporates substantial relevant outside information • Richly supports the theme with many relevant facts, examples, and details • Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme
4	<ul style="list-style-type: none"> • Develops all aspects of the task but may do so somewhat unevenly • Is both descriptive and analytical • Incorporates relevant information from at least ___ documents • Incorporates relevant outside information • Supports the theme with relevant facts, examples, and details • Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme
3	<ul style="list-style-type: none"> • Develops all aspects of the task with little depth or develops most aspects • Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) • Incorporates relevant information from at least ___ documents • Incorporates relevant outside information • Includes some relevant facts, examples, and details; may include some minor inaccuracies • Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme
2	<ul style="list-style-type: none"> • Minimally develops all aspects of the task or develops some aspects of the task in some depth • Is primarily descriptive; may include faulty, weak, or isolated application or analysis • Incorporates limited relevant information from the documents or consists primarily or relevant information copied from the documents • Presents little or no relevant outside information • Includes few relevant facts, examples, and details; may include some inaccuracies • Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

(continued)

1	<ul style="list-style-type: none"> • Minimally develops some aspects of the task • Is descriptive; may lack understanding, application, or analysis • Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents • Shows limited understanding of the task with vague, unclear references to the documents • Presents no relevant outside information • Includes few relevant facts, examples, or details; may include inaccuracies • May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion
0	<ul style="list-style-type: none"> • Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the book; OR includes only entire documents copied from the book; OR is illegible; OR is a blank paper

* Provided by the New York State Education Department (revised, 2004)

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Historical Context

Early civilizations arose in the river valleys of Mesopotamia, Egypt, China, and India. These earliest civilizations made important and lasting contributions to humankind.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze each document, take into account both the source of the document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Choose three ancient civilizations. What were the achievements of each of these civilizations? How did each of these civilizations make lasting contributions to humankind?

PART A

The following documents provide information about the achievements of several ancient civilizations. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 1

This document describes the accomplishments of the Sumerians.

The Sumerians lived in southern Mesopotamia. They built a number of cities. Because they lacked stone and timber, they used mud bricks to build walled cities, temples, and palaces. Their architectural innovations included arches, columns, ramps, and the pyramid-shaped ziggurat. These new features and styles influenced building throughout Mesopotamia. In addition, the Sumerians developed copper and bronze tools and weapons. They also developed the world's first known writing, cuneiform. They used it on clay tablets.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

What were three accomplishments of the Sumerians?

What impact did Sumerian accomplishments have on other civilizations?

(continued)

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 2

This document provides information about the Code of Hammurabi.

Hammurabi was the king of Babylon in Mesopotamia. He set up one of the earliest written sets of laws in history. It is called the Code of Hammurabi. It covered almost everything that affected the community, including family relations, business conduct, and crime. Hammurabi wanted to unify his empire and provide order and protection for the weak. This provided a model for other far-flung empires. Some of the laws were:

- If a man destroys the eye of another man, they shall destroy his eye.
- If a son strikes his father, they shall cut off his hand.
- If two people have a disagreement, both will go before a judge for a decision. If one of these people does not like the judge's ruling, then he has the right to appeal to a higher court.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

What type of legal system did Hammurabi set up?

Why did Hammurabi want to set up a system of laws?

What impact did the Code of Hammurabi have on world cultures?

(continued)

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 3

The excerpt below describes farming in ancient Egypt.

Farmers in ancient Egypt developed a system of watering their fields using the water from the Nile River. They built dams and dug ditches or canals to move the water into their fields. The farmers also built reservoirs in which they collected water. They raised water from the pools into the irrigation ditches with a shaduf, a weighted pole with a bucket on one end. The bucket was filled with water and then swung around and emptied into the irrigation ditch. This technology continues to be used in many parts of the Middle East to increase the amount of arable land.

According to the excerpt, what technology is being used?

How does this technology work?

How did this technology contribute to later societies?

(continued)

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 4

This document provides information about Egyptian pyramids.

Pyramids were built as a final resting place for the *ka*, or spirit, of the pharaoh. The embalmed body of the pharaoh was placed in a special room within the pyramid. Also in the room were gold, jewels, chariots, statues, and other objects the pharaoh might need in the afterlife. Pyramids were built of huge blocks of stone that were moved into place by groups of peasants and other workers. The government organized and directed these armies of workers.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

Why were the pyramids built?

How were the pyramids built?

Document 5

This document provides information about the Chinese writing system.

Chinese, like other early writing systems developed from pictographs, simplified drawings of objects. Other characters were developed to stand for ideas and parts of words. The writing system used in China today is directly related to this earlier pictographic writing. China was a very large and diverse area. Having a common written language made it possible to unify these lands and peoples.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

(continued)

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

How would you describe the Chinese system of writing?

What impact did a written language have on China?

Document 6

This document provides information about planned cities on the Indus River.

Archaeologists have found ruins of many cities along the Indus River. They date these cities back to about 2000 B.C.E. The largest cities were Mohenjo-Daro and Harappa. These cities were laid out along a precise grid with a fortified citadel and a separate section for residential housing. Engineers provided indoor plumbing and sewer systems so that most houses had private bathrooms and toilets.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

What made the cities along the Indus unusual for their time?

What impact did this urban planning have on later civilizations?

PART B

Choose three ancient civilizations. What were the achievements of each of these civilizations? How did each of these civilizations make lasting contributions to humankind?

DBQ 2: ANCIENT GREEK CONTRIBUTIONS

Historical Context

Many of the roots of Western civilization can be traced back to the ancient Greeks. They made long-lasting contributions in the areas of art, architecture, philosophy, math, drama, and science.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What did the ancient Greeks contribute to Western civilization?

PART A

The following documents will help you understand the contributions of the ancient Greeks. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 2: ANCIENT GREEK CONTRIBUTIONS

Document 1

This adapted quotation is from Socrates, who lived from about 470 to about 399 B.C.E.

The unexamined life is not worth living.

Who was Socrates, and what was he suggesting in this quote?

Document 2

This adapted quotation is from Aristotle, who lived in Greece from 384 to 322 B.C.E.

Since human reason is the most godlike part of human nature, a life guided by human reason is superior to any other. . . . For man, this is the life of reason, since the faculty of reason is the distinguishing characteristic of human beings.

Who was Aristotle, and what did he believe about human nature?

(continued)

DBQ 2: ANCIENT GREEK CONTRIBUTIONS

Document 3

This adapted excerpt is from Pericles' funeral oration, given to the people of Athens in about 430 B.C.E.

Our plan of government favors the many instead of the few: that is why it is called a democracy. . . .

As for social standing, advancement is open to everyone, according to ability. While every citizen has an equal opportunity to serve the public, we reward our most distinguished citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale.

What type of government was Pericles describing? What were his expectations for citizens in this type of government?

Document 4

The following is an adapted excerpt from The Hippocratic Oath. Hippocrates, who created this oath, lived from about 460 to about 377 B.C.E.

I will follow that [treatment] which, according to my ability and judgment, I will consider for the benefit of my patients, and abstain from whatever is [harmful].

I will give no deadly medicine to anyone if asked, nor suggest any such [advice]. . . .

Who was Hippocrates, and what was he promising to do?

(continued)

DBQ 2: ANCIENT GREEK CONTRIBUTIONS

Document 5

This excerpt is adapted from the *Elements*, written by Euclid in about 300 B.C.E.

Proposition 15, THEOREM: If two straight lines cut one another, the vertical, or opposite, angles shall be equal.

Who was Euclid, and what has been the impact of his work?

Document 6

This excerpt is adapted from the play *Antigone* by Sophocles, written in about 441 B.C.E. In this play, Antigone defies the king's order and buries her brother, who was killed while leading a rebellion.

Creon: And still you dared to overstep these laws?

Antigone: For me, it was not Zeus who made that order. Nor do I think your orders were so strong that you, a mortal man, could overrun the gods' unwritten and unfailing laws. . . . I know I must die . . . but if I left my brother dead and unburied, I'd have cause to grieve as now I grieve not.

What values are expressed in this Greek play?

(continued)

DBQ 2: ANCIENT GREEK CONTRIBUTIONS

Document 7

Examine this photograph of a famous Greek building, the Parthenon.



How have specific features of this building influenced Western civilization?

(continued)

DBQ 2: ANCIENT GREEK CONTRIBUTIONS

Document 8

Myron's famous marble sculpture, *Discus Thrower (Discobolus)*, represents an Olympic event. Myron created this sculpture around 460–450 B.C.E.



What does this statue reveal about Greek values?

**PART
B**

What did the ancient Greeks contribute to Western civilization?

DBQ 3: FALL OF THE WESTERN ROMAN EMPIRE

Historical Context

In the third century C.E., Rome faced many problems. In addition to internal decay, the invasion by Germanic tribes seemed to sound the death knell for the Western Roman Empire. Historians have examined both the internal conditions that weakened the expansive empire and the external force of the barbarian invasions. From this, historians have developed a variety of explanations for the fall of the Western Roman Empire.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What caused the fall of the Western Roman Empire?

**PART
A**

The following documents address the causes for the fall of Rome. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 3: FALL OF THE WESTERN ROMAN EMPIRE

Document 1

This adapted excerpt describes the Western Roman Empire.

The basic trouble was that very few inhabitants of the empire believed that the old civilization was worth saving . . . [T]he overwhelming majority of the population had been systematically excluded from political responsibilities. They could not organize to protect themselves; they could not serve in the army. . . Their economic plight was hopeless. Most of them were serfs bound to the soil, and the small urban groups saw their cities slipping into uninterrupted decline

Source: Strayer, Gatzke, and Harbison, *The Course of Civilization*, Harcourt, Brace and World, Inc., 1961 (adapted)

What were the basic problems facing the Western Roman Empire, according to these authors?

Document 2

This adapted excerpt describes the fall of the Roman Empire.

The decline of Rome was the natural and inevitable effect of immoderate greatness [large size]. . . The introduction . . . of Christianity had some influence on the decline and fall of the Roman empire. The clergy successfully preached the doctrine of patience; the active virtues of society were discouraged; and the last remains of military spirit were buried in the cloister; a large portion of public and private wealth was consecrated to the . . . demands of charity and devotion. . .

Source: Edward Gibbon, *The Decline and Fall of the Roman Empire*, 1776–88 (adapted)

According to this excerpt from Gibbon, what were two causes for the fall of Rome? Explain both.

(continued)

DBQ 3: FALL OF THE WESTERN ROMAN EMPIRE

Document 3

This excerpt described economic factors in the Roman Empire.

First the economic factor . . . While the empire was expanding, its prosperity was fed by plundered wealth and by new markets in the semi-barbaric provinces. When the empire ceased to expand, however, economic progress soon ceased. . . .

The abundance of slaves led to the growth of the latifundia, the great estates that . . . came to dominate agriculture and ruin the free coloni [farmers], who drifted to the cities, to add to the unemployment there. The abundance of slaves likewise kept wages low.

Source: Herbert J. Muller, *Uses of the Past*, Signet, 1967 (adapted)

What economic issues did Muller identify as causes for decline? Explain.

In what ways was slavery a cause for the decline of the Roman Empire?

Document 4

This excerpt blames the decline of the Roman Empire on the heavy taxation required to support the government's expenses.

Part of the money went into . . . the maintenance of the army and of the vast bureaucracy required by a centralized government. . . . [T]he expense led to strangling taxation. . . . The heart was taken out of enterprising men . . . tenants fled from their farms and businessmen and workmen from their occupations. Private enterprise was crushed and the state was forced to take over many kinds of business to keep the machine running. People learned to expect something for nothing. The old Roman virtues of self-reliance and initiative were lost in that part of the population on relief [welfare]. . . . The central government undertook such far-reaching responsibility in affairs that the fiber of the citizens weakened.

Source: Henry Haskell, *The New Deal in Old Rome*, A.A. Knopf, 1947 (adapted)

(continued)

DBQ 3: FALL OF THE WESTERN ROMAN EMPIRE

Why did the Roman government have large expenses?

What was the effect of high taxation on the people?

What effect did the establishment of a governmental welfare system have on the people?

Document 5

This excerpt blames the fall on “internal decay,” specifically that of the military.

Rome, like all great empires, was not overthrown by external enemies but undermined by internal decay. . . . The military crisis was the result of . . . proud old aristocracy’s . . . shortage of children. [Consequently,] foreigners poured into this . . . void [lack of soldiers]. The Roman army [was] composed entirely of Germans.

Source: Indro Montanelli, *Romans Without Laurels*, Pantheon Books, 1962 (adapted)

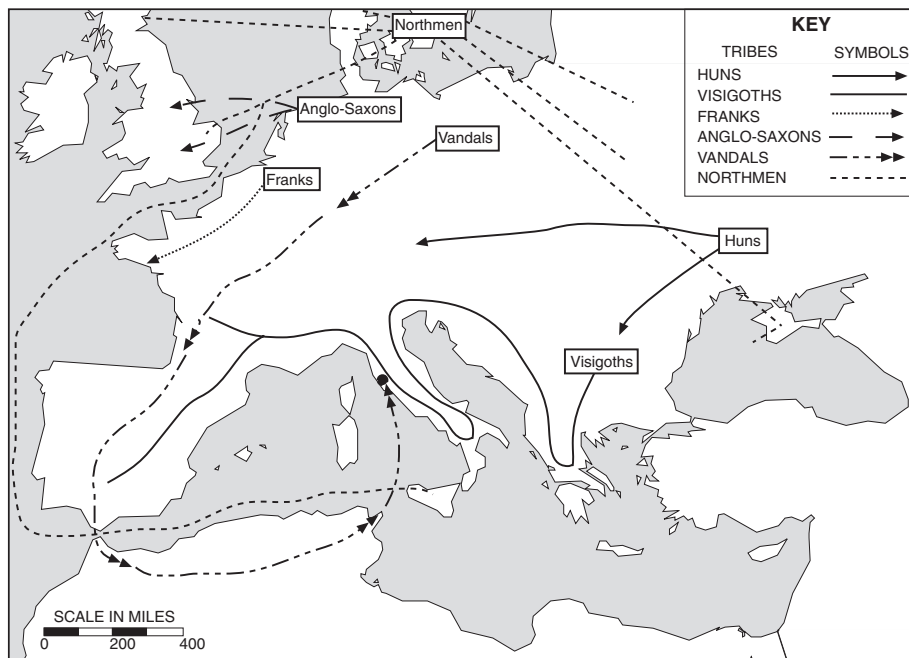
What did this author identify as the cause of problems in the military?

(continued)

DBQ 3: FALL OF THE WESTERN ROMAN EMPIRE

Document 6

This map shows the barbarian invasions of the Roman Empire prior to 476.



According to the map above, what was the cause of the fall of the Roman Empire?

Was this a unified attack? Explain.

**PART
B**

What caused the fall of the Western Roman Empire?

**DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH,
AGE OF FEUDALISM, OR A GOLDEN AGE?**

Historical Context

The Middle Ages in Europe, a period of time from approximately 500 to 1400 B.C.E., have been referred to by a variety of terms—the Age of Faith, the Dark Ages, the Age of Feudalism, and even a Golden Age. The medieval era began with the destruction of the Roman Empire and the disorder that followed, which led to the rise of feudalism. During this period of darkness, the Roman Catholic Church provided spiritual direction as well as many nonreligious functions for the people of the times. Many literary, artistic, and architectural advances occurred.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside of the documents.

Question: Which labels for the Middle Ages best describe the era between 500 and 1400 in Europe: The Dark Ages, the Age of Feudalism, the Age of Faith, or the Golden Age of Europe? You must discuss three labels.

**PART
A**

The following documents provide information about the Middle Ages in Europe. Examine each document carefully, and answer the questions that follow.

(continued)

DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH, AGE OF FEUDALISM, OR A GOLDEN AGE?

Document 1

This excerpt describes Europe in the ninth and tenth centuries.

The barbarians have broken through the ramparts. The Saracen [Moors] invasions have spread in successive waves over the South. The Hungarians swarm over the Eastern provinces . . . they sacked town and village, and laid waste the fields. They burned down the churches and then departed with a crowd of captives. . . . There is no longer any trade, only unceasing terror. . . . The peasant has abandoned his ravaged fields to avoid the violence of anarchy. The people have gone to cower in the depths of the forests or in inaccessible regions, or have taken refuge in the high mountains. . . . Society has no longer any government. . . .

Source: *The Middle Ages*, Frantz Funck-Brentano, Heinemann, 1922 (adapted)

According to the author, what were conditions like in Europe during the 800s?

Document 2

This excerpt is from the Homage Oath taken by John of Toul.

I, John of Toul, make known that I am the liege man of the [count and countess of Champagne]. . . . I will aid the count of Champagne in my own person, and will send to the count and countess of Champagne the knights whose service I owe to them for the fief which I hold of them. . . ."

Source: Fealty by John of Toul to Theobald, Count of Champagne, thirteenth century (adapted)

What are the obligations John is promising to uphold?

(continued)

DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH, AGE OF FEUDALISM, OR A GOLDEN AGE?

Document 3

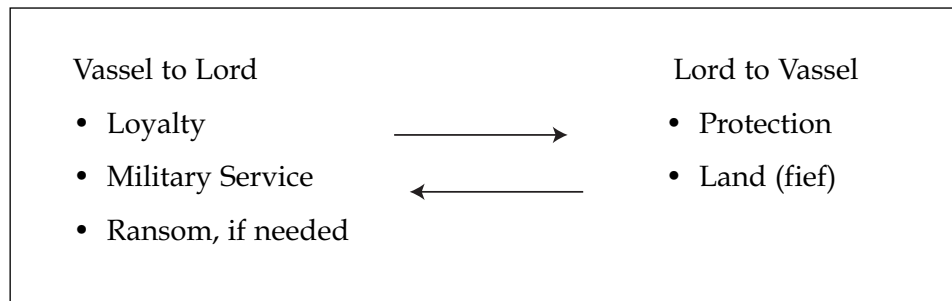
The ninth-century *Anglo-Saxon Chronicle* tells of invasions of England.

- 842 In this year there was a great slaughter in London and Quentavic and in Rochester.
- 846 According to their custom the Northmen plundered . . . and burned the town of Dordrecht. . . the Northmen, with their boats filled with immense booty, including both men and goods, returned to their own country. . . .

According to this Chronicle, what is happening at this time (842–846)?

Document 4

Feudal Obligations



Explain the mutual obligation(s) as illustrated in this diagram.

(continued)

DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH, AGE OF FEUDALISM, OR A GOLDEN AGE?

Document 5

A Church council calls for the observance of the Truce of God, 1083.

That from the first day of the Advent of our Lord through Epiphany . . . and throughout the year on every Sunday, Friday, and Saturday, and on the fast days of the four seasons . . . this decree of peace shall be observed . . . so that no one may commit murder, arson, robbery, or assault, no one may injure another with a sword, club, or any kind of weapon. . . . On . . . every day set aside, or to be set aside, for fasts or feasts, arms may be carried, but on this condition, that no injury shall be done in any way to any one . . . If it shall happen that any castle is besieged during the days which are included within the peace, the besiegers shall cease from attack unless they are set upon by the beseiged and compelled to beat the latter back. . . .

According to this document, what is the Church trying to accomplish?

Document 6

This excerpt describes the Middle Ages.

. . . we learn that an age once traditionally described as “dark” had remarkable vitality and exuberance. Even at its worst it performed the function of guarding, frequently by accident and chance, the knowledge and treasures of what had come before, but even more it was creative and inventive, and transmitted to later ages great riches of its own.

Source: Gray C. Boyce, *The 34th Yearbook of the National Council for the Social Studies*, “The Medieval Period,” 1964 (adapted)

What functions were provided during the Middle Ages according to this author?

(continued)

DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH, AGE OF FEUDALISM, OR A GOLDEN AGE?

Document 7

This excerpt describes some of the positive aspects of the Middle Ages.

. . . Medieval culture was imperfect, was restricted to a narrow circle of superior minds. . . Measure it, however, by the memories and the achievements that it has bequeathed to the modern world, and it will be found not unworthy to rank with those of earlier and later Golden Ages. It flourished in the midst of rude surroundings, fierce passions, and material ambitions . . . we must judge of them by their philosophy and law, by their poetry and architecture. . . .

Source: H.C. Davis, *Medieval Europe*, Oxford University Press, 1946 (adapted)

How does this author describe the era?

Document 8

This excerpt is adapted from the fourteenth-century monastic vows of Brother Gerard.

I hereby renounce my parents, my brothers and relatives, my friends, my possessions . . . and the vain and empty glory and pleasure of this world. I also renounce my own will, for the will of God. I accept all the hardships of the monastic life, and take the vows of purity, chastity, and poverty, in the hope of heaven; and I promise to remain a monk in this monastery all the days of my life.

What is Gerald promising to do when he becomes a monk?

(continued)

DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH, AGE OF FEUDALISM, OR A GOLDEN AGE?

Document 9

In 1095, Pope Urban II issued a call for a holy crusade—a war to recapture the Holy Land.

Your brethren who live in the [Middle] East are in urgent need of your help. . . . For, as most of you have heard, the Turks and the Arabs have attacked them and have conquered the territory of Romania [the Byzantine Empire]. . . . They have occupied more and more of the lands of those Christians. . . . They have killed and captured many, and have destroyed the churches and devastated the Empire. . . . All who die by the way, whether by land or sea, or in battle against the pagans, shall have immediate remission of sins.

Source: Pope Urban II to the Council of Clermont, 1095 (adapted)

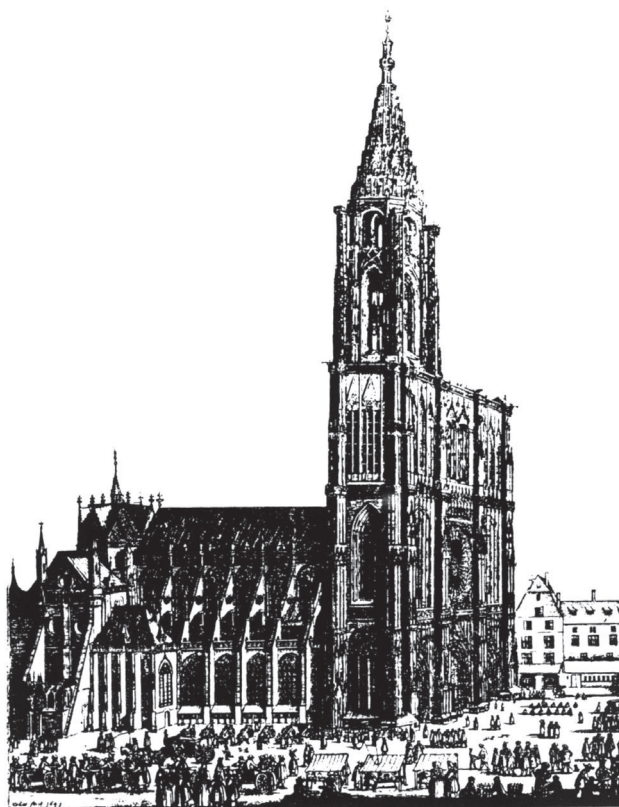
How does this call for a crusade demonstrate the power of the Pope and the Catholic Church?

(continued)

DBQ 4: THE MIDDLE AGES: DARK AGES, AGE OF FAITH, AGE OF FEUDALISM, OR A GOLDEN AGE?

Document 10

Examine this picture of a Gothic cathedral. How does it illustrate the power of the Catholic Church?



**PART
B**

Which labels for the Middle Ages best describe the era between 500 and 1400 in Europe: The Dark Ages, the Age of Feudalism, the Age of Faith, or the Golden Age of Europe? You must discuss three labels.

DBQ 5: BYZANTINE EMPIRE UNDER JUSTINIAN

Historical Context

When Justinian became emperor in 527, he was determined to revive the ancient Roman Empire, to build a new Rome. He established Constantinople as the capital of the Byzantine, or Eastern Roman, Empire. Justinian's actions preserved Roman heritage for more than a thousand years.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Evaluate the reign of Emperor Justinian. Did Justinian revive the Roman Empire as the Byzantine Empire? What is his legacy?

PART A

The following documents deal with the reign of Justinian and the Byzantine Empire. Examine each document carefully. In the space provided, answer the questions that follow each document.

(continued)

DBQ 5: BYZANTINE EMPIRE UNDER JUSTINIAN

Document 1

In this adapted excerpt, Procopius describes Justinian.

Justinian created countless cities which did not exist before. And finding that the belief in God was . . . straying into errors . . . he . . . brought it about that it stood on the firm foundation of a single faith. Moreover, finding the laws obscure because they had become far more numerous than they should be, and in obvious confusion because they disagreed with each other, he preserved them [in the Code of Justinian, 529-534] . . . by controlling their discrepancies with the greatest firmness.

Source: Procopius, *Buildings*, Loeb Classical Library, 1940 (adapted)

According to Procopius, what were three contributions of Justinian?

Document 2

Procopius also described Justinian in a different book, *The Secret History*.

Wisely, this book was published after Justinian’s death. Justinian was . . . crafty, hypocritical, secretive by temperament, two-faced: a clever fellow with marvelous ability to conceal his real opinion . . . lying all the time. . . .

Source: Procopius, *The Secret History*, translated by Richard Atwater, 1927 (adapted)

Which characteristics of Justinian did Procopius stress in *The Secret History*?

Why was this description so different from what Document 1 says about Justinian?

(continued)

DBQ 5: BYZANTINE EMPIRE UNDER JUSTINIAN

Document 3

Justinian ruled like earlier Roman emperors. This is a description of him by a Byzantine official.

The emperor is equal to all men in the nature of his body, but in the authority of his rank he is similar to God, who rules all.

How did this official explain Justinian’s power?

Document 4

In this adapted excerpt, Procopius describes the Hagia Sophia, a magnificent church, upon its completion in 537.

In height it rises to the very heavens. . . . A spherical-shaped dome . . . makes it exceedingly beautiful: from the lightness of the building it does not appear to rest upon a solid foundation, but to . . . be suspended from heaven by the fabled golden chain. . . . The entire ceiling is covered with pure gold, which adds glory to the beauty, though the rays of light reflected upon the gold from the marble surpass it in beauty. . . . And whenever anyone enters this church to pray, he understands at once that it is not by any human strength or skill, but by the influence of God, that this work has been perfected. And so his mind is lifted up toward God. . . . Moreover, it is impossible to describe the treasure of gold and silver plate and gems, which the Emperor Justinian has presented to it. . . .

What were the distinctive characteristics of the Hagia Sophia?

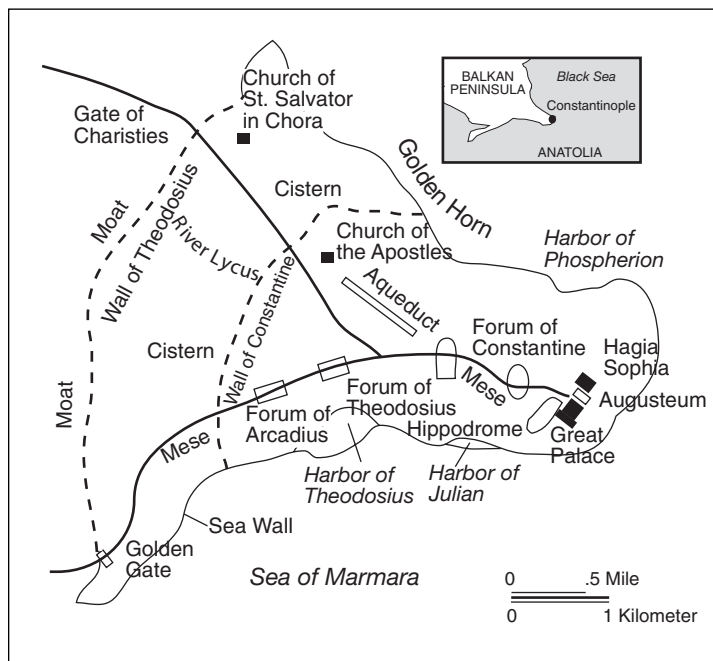
What impact did the church have on a visitor?

(continued)

DBQ 5: BYZANTINE EMPIRE UNDER JUSTINIAN

Document 5

Justinian was a great builder. This is evident from the fortifications and buildings he constructed in Constantinople, shown on the map below.



Study this map and describe the building projects that made Constantinople the center of power. In addition, discuss Constantinople's strategic location for trade and defense.

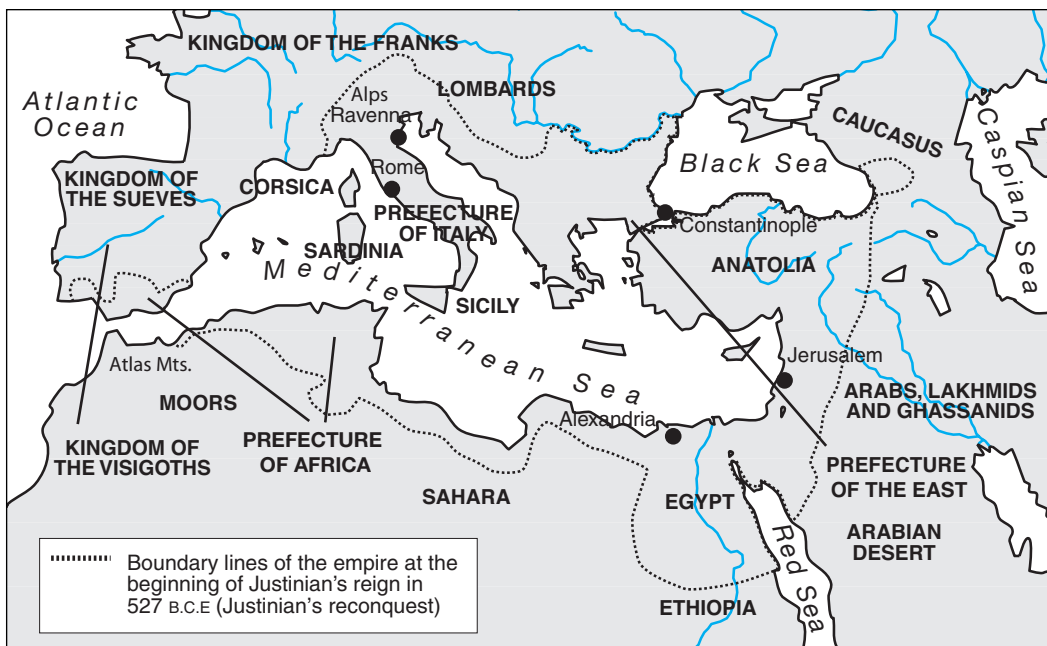
(continued)

DBQ 5: BYZANTINE EMPIRE UNDER JUSTINIAN

Document 6

The Byzantine Empire reached its greatest size under Justinian. From 565 until the empire's collapse in 1453, several invaders took sections of it.

The Byzantine Empire in 527



What areas were included in the Byzantine Empire?

What problems did Justinian's reconquests cause for the empire?

PART B

Evaluate the reign of Emperor Justinian. Did Justinian revive the Roman Empire as the Byzantine Empire? What is his legacy?

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

Historical Context

The Muslims inherited much from Greece, Rome, and India. They also adopted much from the people they conquered. Because of their tolerance of other cultures, the Muslims were able to advance scholarship in several areas to the highest level of that time. As a result, Muslim achievements stand out and have a lasting impact on world cultures.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
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3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What were the most important Islamic achievements? Why were the Muslims able to make such great contributions, and how did these contributions impact the world?

PART A

The following documents will help you understand Islamic achievements. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

Document 1

This document explains why Muslims of the Islamic Empire both preserved existing knowledge and extended it.

Muslims had practical reasons for supporting the advancement of science. Rulers wanted qualified physicians treating their ills. The faithful . . . relied on mathematicians and astronomers to calculate the times for prayer and the direction of Mecca. . . . Their attitude reflected a deep-seated curiosity about the world and a quest for truth that reached back as far as . . . Mohammed himself.

After the fall of Rome in 476 B.C.E., Europe entered a period of upheaval and chaos, an era in which scholarship suffered. . . . In the early 800s, Caliph al-Ma'mun opened in Baghdad . . . the House of Wisdom. There, scholars of different cultures and beliefs worked . . . translating texts from Greece, India, Persia, and elsewhere into Arabic.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

What were the reasons for Muslims' interest in learning at this time in history?

Document 2

The Islamic capital of Cordova (in present-day Spain) was described by a contemporary as the "jewel of the world." European scholars preferred Cordova's Islamic schools and universities over other study sources in Europe.

Besides the university library, Arab statisticians assure us the city boasted 37 libraries, numberless bookstores, 800 public schools . . . and a total population of 300,000. Its people enjoyed a high standard of living and refinement and walked on paved streets . . . all this at a time when hardly a town in Europe, Constantinople excepted, counted more than a few thousand inhabitants. Parisians and Londoners were still trudging on muddy, dark alleys.

Source: Philip Hitti, *Capital Cities of Arab Islam*, University of Minnesota Press, 1973 (adapted)

(continued)

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

What conditions in Cordova did this author cite as evidence of the high level of Islamic civilization and scholarship?

Document 3

Physician al-Razi wrote a medical reference encyclopedia, the *Comprehensive Book*. He also wrote *Treatise on Smallpox and Measles*. Ibn Sina (Avicenna) wrote the five-volume *The Canon of Medicine*. These books were translated into Latin and other languages and influenced doctors in Europe. This document describes the influence of these Islamic books on European medicine.

Medical Reference Books

When Europeans learned that Muslims had preserved important medical texts, they wanted to translate the texts into Latin. In the 11th century, scholars traveled to libraries in places such as Toledo, Spain, where they began translating—but only after they learned to read Arabic.

Through this process, European medical schools gained access to vital reference sources such as al-Razi's *Comprehensive Book* and Ibn Sina's *The Canon of Medicine*. Ibn Sina's five-volume encyclopedia guided doctors of Europe and Southwest Asia for six centuries. For nearly 500 years, al-Qasim's work, *The Method*, which contained original drawings of some 200 medical tools, was the foremost textbook on surgery in Europe.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

What does this document tell you about Muslim medical knowledge at this time in history?

How did it impact Western civilization?

(continued)

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

Document 4

Al-Khwarizmi, a Muslim mathematician, studied Indian sources. He wrote a textbook in the 800s about *al-jabr* (the Arabic word for what we call “algebra” today). This book was later translated into Latin and used throughout Europe. Muslim mathematicians also adopted Arabic numerals from the Indians and used them in a place-value system. Here are examples of these two advances:

$3x = 15$	$\begin{array}{r} 135 \\ +20 \\ \hline 155 \end{array}$
-----------	---------------------------------------------------------

What was the importance of these mathematical advances?

How did these developments impact Western civilization?

Document 5

Muslim scholars also made advances in trigonometry, astronomy, and mapmaking. To do so, they relied on scientific observation and their understanding of mathematics and optics. They used the astrolabe (Figure A) and the armillary sphere (Figure B) to study the skies and make calculations for their calendars and maps.



Figure A



Figure B

(continued)

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

How did each of these instruments impact Muslim and Western civilization?

Document 6

Muslim artists used calligraphy to decorate buildings and objects of art as well as to reflect the glory of Allah. Study this example.



Why did Muslims use calligraphy in religious art?

What impact has calligraphy had on world art?

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

Document 7

Muslim architects blended features from various sources, including the Byzantine Empire, and also added new features. Study this photograph of the Dome of the Rock in Jerusalem.



What are the distinctive architectural features of this building?

What impact did these architectural features have on buildings throughout the world?

Document 8

The standard for Arabic literature and poetry is the Quran, which influenced Sufi poets. These lines are from the Quran and from a Sufi poem.

In the name of the Merciful and Compassionate Allah. That is the Book!
There is no doubt therein. . . . Allah, there is no Allah but He! He will surely assemble you on the resurrection day.

—Quran

As salt resolved in the ocean was swallowed in Allah’s sea. . . .

—Jalal al-Din Rumi, *Persian Poems*

Source: Quran; Jalal al-Din Rumi, *Persian Poems*, thirteenth century (adapted)

(continued)

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

Why is the Quran the model for poetry?

How did the Quran influence literature and poetry?

Document 9

Between 750 and 1350, Muslim merchants built a trade network throughout their empire.

Masters of the sea, even as of the land, the Arabs spread throughout the geographical area. The whole world was theirs to explore . . . their ships sailed across the seas even as they moved across the land [Sahara Desert into West Africa]. The might of the sword of Islam carved the way for the slaveowner and the merchant to follow.

Source: Sir T.H. Holdich, *The Gates of India*, MacMillan, 1910 (adapted)

Why and where were the Muslims able to establish a trading empire?

(continued)

DBQ 6: ISLAMIC CIVILIZATION: ITS CONTRIBUTIONS TO WORLD CULTURE

Document 10

This adapted excerpt describes the benefits that Europeans received from Muslim industry.

First should be mentioned the textile products imported from Islamic countries: muslin . . . damask . . . gauze, cotton, satin.

Natural products, which by their name indicate they were imported from Islamic countries—fruits, like orange, lemon, and apricot; vegetables, like spinach, artichokes, and saffron. . . . Finally our commercial vocabulary itself has preserved . . . proofs that there was a time when Islamic trade and trade customs exercised a deep influence on the commercial development of Christian countries—such words as “traffic” [derived from Arabic *tafriq*], which means distribution.

Source: J.H. Kramers, *The Legacy of Islam*, Clarendon Press, 1931 (adapted)

What were the commercial or trade benefits that Europeans gained from Islamic commerce and industry?

**PART
B**

What were the most important Islamic achievements? Why were the Muslims able to make such great contributions, and how did these contributions impact the world?

DBQ 7: AFRICA BEFORE EUROPEAN ARRIVAL

Historical Context

Africans had developed advanced civilizations before the Europeans arrived in the fifteenth and sixteenth centuries. Several centers of advanced civilization existed in Africa between 300 and 1400. The kingdom of Aksum (Ethiopia today) arose in East Africa. It flourished beginning in the 300s. Other African kingdoms, empires, and cities also arose and declined. In West Africa, three empires—Ghana, Mali, and Songhai—became wealthy and powerful by controlling the gold and salt trade. Between 1000 and 1500, cities on Africa’s east coast also gained wealth and power through trade.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author’s point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
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3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What were the achievements of the African empires, kingdoms, and cities before the arrival of the Europeans? Explain and evaluate these achievements.

**PART
A**

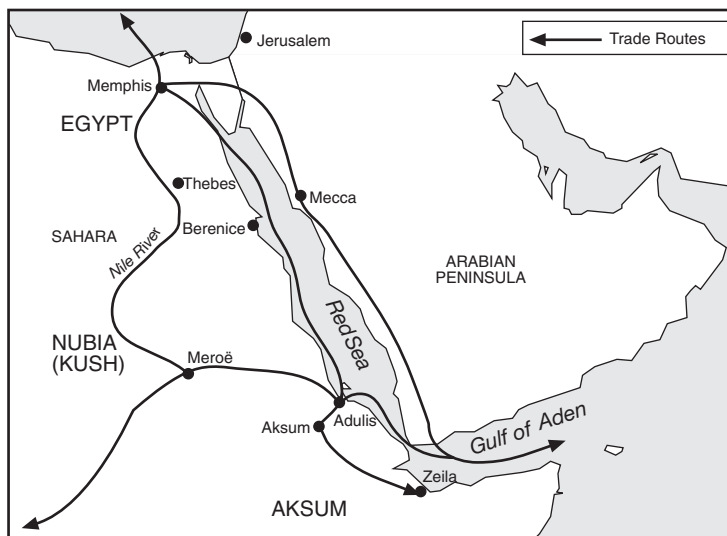
The following documents provide information about African cultures before European arrival. Examine each document carefully. In the space provided, answer the questions that follow each document.

(continued)

DBQ 7: AFRICA BEFORE EUROPEAN ARRIVAL

Document 1

Aksum reached its height between 325 and 360. Aksum's location made it an important international trading center. This map shows the trade routes to and from Aksum between 300 and 700.



How did Aksum's location enable it to become a trading center?

Document 2

Between 800 and 1076, the kingdom of Ghana was rich and powerful. It controlled the trans-Saharan gold and salt trade. This document describes the king's court in ancient Ghana. It was written by the Arab scholar Al-Bakri in 1067.

The court of appeal is held in a domed pavilion around which stand ten horses with gold embroidered trappings. Behind the king stand ten pages holding shields and swords decorated with gold, and on his right are the sons of the subordinate kings of his country, all wearing splendid garments and with their hair mixed with gold. The governor of the city sits on the ground before the king, and around him are ministers seated likewise. At the door of the pavilion are dogs . . . [wearing] collars of gold and silver, studded with a number of balls of the same metals.

Source: Leon E. Clark, editor, *Through African Eyes*, Praeger Press, Inc., 1970 (adapted)

(continued)

DBQ 7: AFRICA BEFORE EUROPEAN ARRIVAL

What evidence of wealth did Al-Bakri describe?

What evidence of an advanced political structure did Al-Bakri describe?

Document 3

The following excerpt is an explanation for the wealth of the kingdom of Ghana.

The Arab traders of this region wanted gold as much as the Wangara wanted salt, but both had to pass through Ghana to trade. . . . Ghana controlled the land . . . [and] it had the military forces . . . to maintain peace in the area, thereby assuring safe trade for the Arabs and the Wangara.

Ancient Ghana was an extremely complex empire. It possessed many of the characteristics of powerful nations today: wealth based on trade, sufficient food to feed its people, income derived from taxes, social organization that ensured justice and efficient political control, a strong army equipped with advanced weapons, and a foreign policy that led to peace and cooperation with other people.

Source: Leon E. Clark, editor, *Through African Eyes*, Praeger Press, Inc., 1970 (adapted)

What was ancient Ghana’s role in the gold-salt trade?

What characteristics of an advanced civilization did ancient Ghana possess?

(continued)

DBQ 7: AFRICA BEFORE EUROPEAN ARRIVAL

Document 4

Mansa Musa expanded the Mali empire to twice the size of the Ghana empire it replaced. On his hajj to Mecca in 1324–25, Mansa Musa stopped in Cairo, Egypt. An Egyptian official described him.

This man, Mansa Musa, spread upon Cairo the flood of his generosity: there was no person, officer of the court, or holder of any office of the Sultanate who did not receive a sum of gold from him.

What about Mansa Musa impressed the Egyptian official?

Document 5

In this excerpt, a Moroccan traveler using the name Leo Africanus describes the city of Timbuktu in West Africa.

Here are many doctors, judges, priests, and other learned men that are well maintained at the king's costs. Various manuscripts and written books are brought here . . . and sold for more money than other merchandise.

Source: Leo Africanus, "The Description of Africa (1526)," *Reading About the World, Volume 2*, Harcourt Brace Custom Publishers, 1999 (adapted)

What about Timbuktu impressed this writer?

(continued)

DBQ 7: AFRICA BEFORE EUROPEAN ARRIVAL

Document 6

Ibn Battuta traveled in Mali in 1352. In this adapted excerpt, he describes his travels.

They are seldom unjust, and have a greater abhorrence [hatred] of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from robbers.

Source: Ibn Battuta, *Travels in Asia and Africa 1325-1354*, tr. and ed. H.A.R. Gibb, Broadway House, 1929 (adapted)

What two things impressed Ibn Battuta about Mali?

Document 7

This description of the lost-wax process of making bronze sculpture comes from an oral account of a Hausa artisan.

In the name of Allah the Compassionate, the Merciful. This account will show how the [Benin] figures are made. This work is one to cause wonder. Now this kind of work is done with clay, and wax, and red metal [copper], and solder [zinc], and lead, and fire. . . . Next it is set aside to cool, then [the outside covering of clay] is broken off. Then you see a beautiful figure. . . .

Source: Henry Balfour, "Modern Brass-Casting in West Africa," *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, Vol. 40, 1910 (adapted)

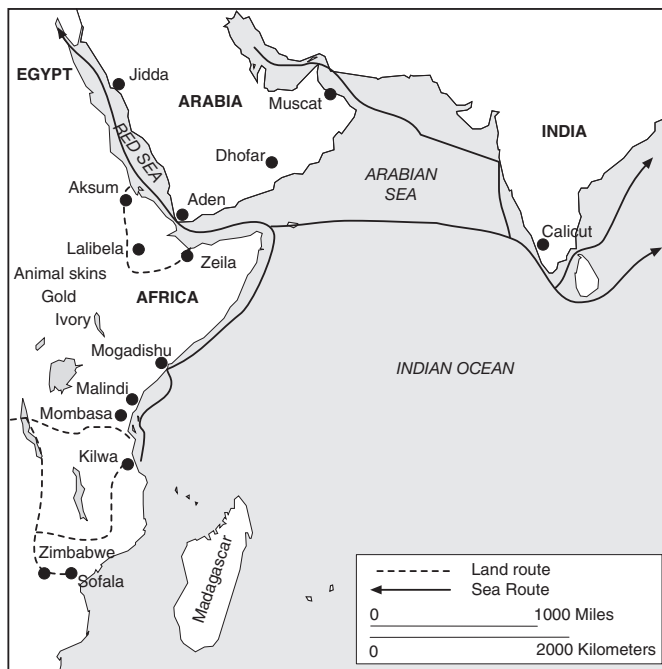
Why is this bronze statue described as a "wonder"?

(continued)

DBQ 7: AFRICA BEFORE EUROPEAN ARRIVAL

Document 8

Ibn Battuta also visited Kilwa, an East African coastal city-state, in 1331. He described it as one of the most beautiful cities in the world. He admired the luxury enjoyed by the Muslim rulers and merchants. Kilwa controlled the overseas trade between the interior of Africa and sites around that part of the world. This map shows East African trade routes in 1000.



What sea routes was Kilwa connected to? What geographical areas did these sea routes lead to?

What products were brought from the interior of Africa to Kilwa by the land route?

PART B

What were the achievements of the African empires, kingdoms, and cities before the arrival of the Europeans? Explain and evaluate these achievements.

DBQ 8: CIVILIZATIONS OF THE AMERICAS

Historical Context

Between 300 and 1500, three advanced civilizations developed in Central and South America. The Mayas flourished from 250 to 900. Mayan ruins remain even today in Central America. The Aztecs conquered most of Mexico. They built a highly developed civilization in the 1400s. At the same time, the Incas were building an empire in Peru.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: How advanced were the Mayan, Aztec, and Incan civilizations? What were their major accomplishments?

PART A

The following documents deal with the former civilizations of Central and South America. Examine each document carefully. In the space provided, answer the questions that follow each document.

(continued)

DBQ 8: CIVILIZATIONS OF THE AMERICAS

Document 1

This Mayan pyramid temple in Tikal was the tallest structure in the Americas until the twentieth century.



Describe the significance of Mayan architecture evidenced in this temple at Tikal.

Document 2

This is a glyph (symbol) from the Mayan calendar.



What is the significance of this glyph? _____

(continued)

DBQ 8: CIVILIZATIONS OF THE AMERICAS

Document 3

When he arrived in 1519, the Spanish conqueror Hernán Cortés was awed by the magnificent Aztec capital of Tenochtitlán. He wrote a letter to King Charles of Spain describing the city.

The city has many squares where markets are held and trading is carried on. There is one square . . . where there are daily more than 60,000 souls, buying and selling, and where are found all the kinds of merchandise produced in these countries, including food products, jewels of gold and silver, lead, brass, copper, zinc, bones, shells, and feathers.

Why was Cortés impressed when he arrived in Tenochtitlán in 1519?

Document 4

This description of farming in the Incan empire in 1539 was written by Garcilasco de la Vega. He was the son of an Incan princess and a Spanish explorer.

As soon as the Incan ruler had conquered any kingdom and set up his government, he ordered that the farmland used to grow corn be extended. For this purpose, he ordered irrigation channels to be constructed. The engineers showed great cleverness and skill in supplying water for the crops, since only scattered sections of the land could grow corn. For this reason, they endeavored to increase its fertility as much as possible.

What engineering technique did de la Vega describe?

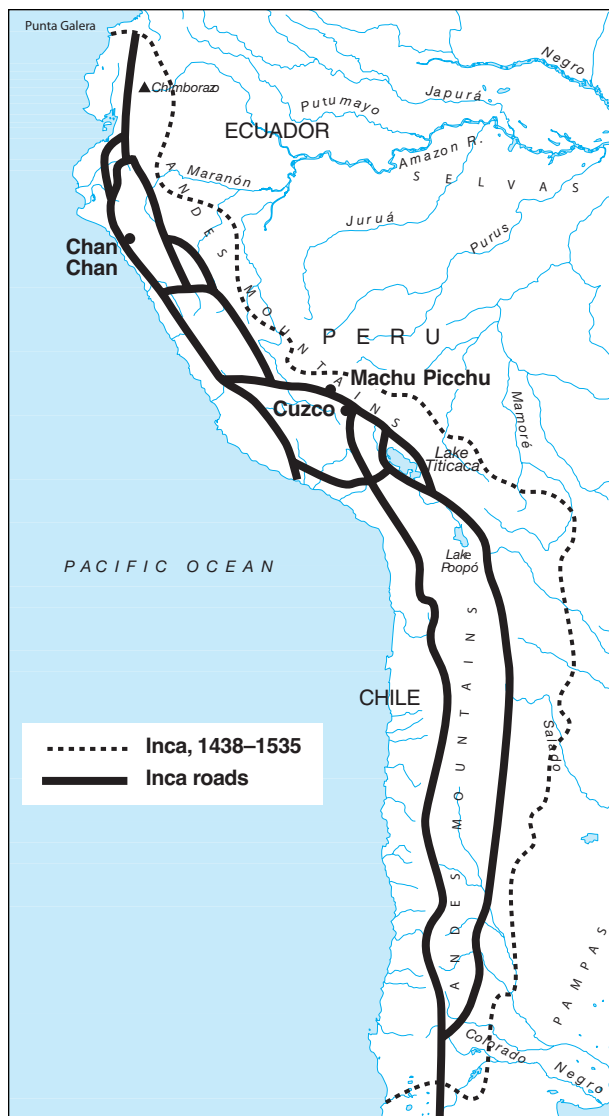
Why was this a significant achievement?

(continued)

DBQ 8: CIVILIZATIONS OF THE AMERICAS

Document 5

This map shows the Incan empire in 1565.



How did the Incan government unite its empire in the Andes Mountains?

(continued)

DBQ 8: CIVILIZATIONS OF THE AMERICAS

What is the significance of this accomplishment?

Document 6

This photograph of the ruins of Machu Picchu provides evidence of the superior building design and farming techniques of the Incas in Peru.



What specific farming and building techniques did the Incas use?

PART B

How advanced were the Mayan, Aztec, and Incan civilizations? What were their major accomplishments?

DBQ 9: TRADE AND INTERACTION

Historical Context

Trade, conquest, and warfare have impacted peoples around the world throughout history. These interactions have changed the cultures of the societies involved in positive and negative ways.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Choose two world regions (China, Africa, Europe, the Middle East, or the Americas). How did trade have positive and/or negative effects on the people in two of those regions?

PART A

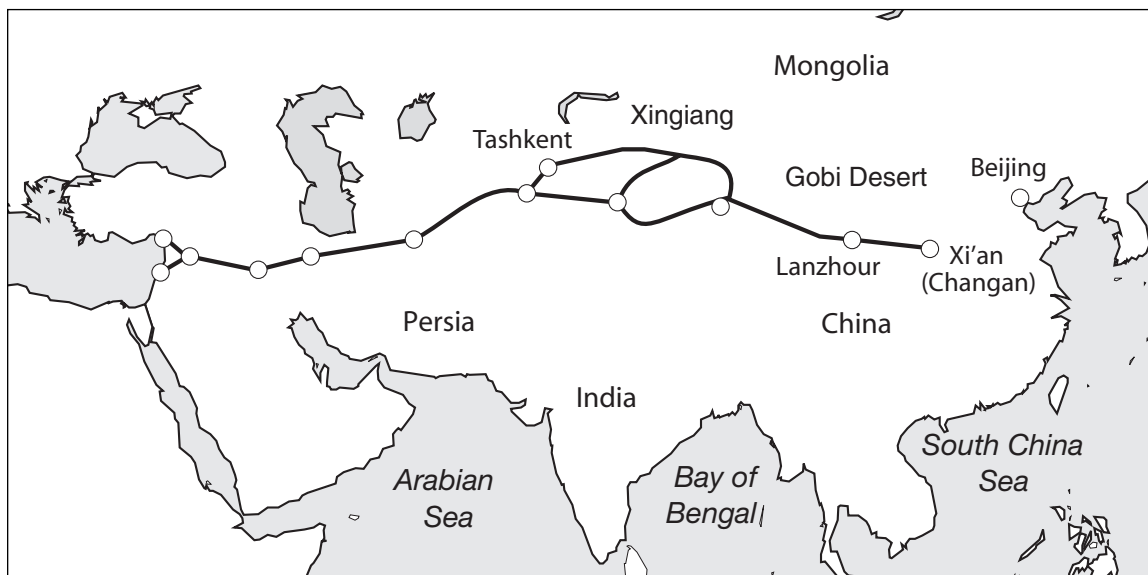
The following documents deal with trading interactions among various world regions. Examine each document carefully. In the space provided, answer the questions that follow each document.

(continued)

DBQ 9: TRADE AND INTERACTION

Document 1

The map below shows overland trade routes across Asia. These routes became heavily used in the centuries after 300 C.E. The overall route was known as the Silk Road. China exported its silk, iron, and bronze. Merchants took these goods west to the Middle East and then to Europe. Gold, glass, ivory, animal hides, horses, and cattle were brought east to China from the Middle East and Central Asia. Trade contacts with India led to the introduction of Buddhism to China.



What products were taken from China to the Middle East (Southwest Asia) along the Silk Road, and then on to Europe?

What products and ideas were taken to China along the Silk Road?

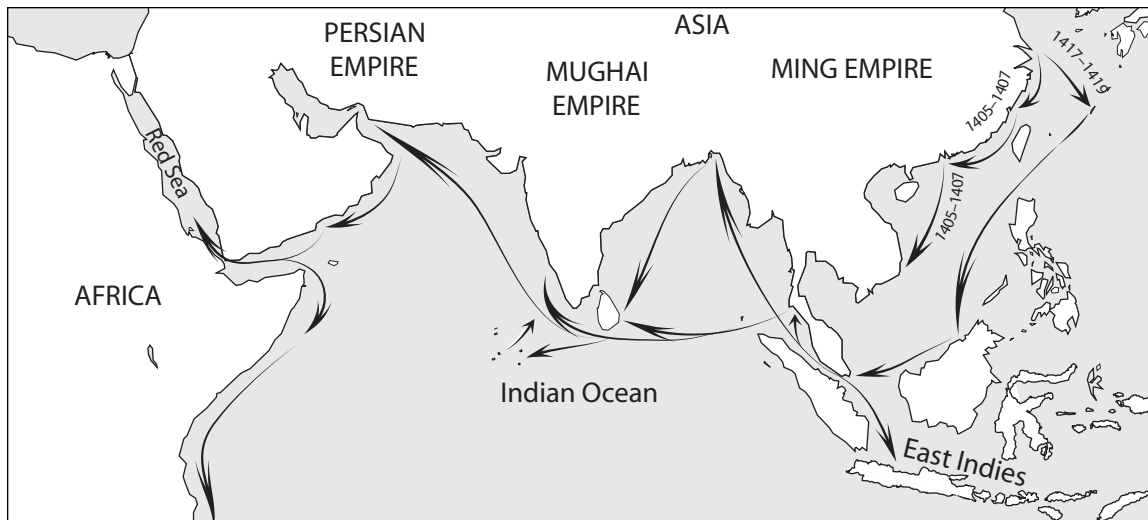
What impact did the Silk Road have on the people of Europe and Asia?

(continued)

DBQ 9: TRADE AND INTERACTION

Document 2

The map below shows the voyages of Zheng He, a Chinese admiral, in the 1400s.



This excerpt comments on the impact of Zheng He's voyages.

Yonglo [the Ming ruler] hoped to impress the world with the power and splendor of Ming China and also hoped to expand China's tribute system. Zheng He's voyages accomplished these goals. . . .

Everywhere Zheng He went, he distributed gifts, such as gold, silver, silk, and scented oils, to show Chinese superiority. As a result, more than 16 countries sent tribute to the Ming court. Many envoys traveled to China. . . .

Demand for Chinese goods had a ripple effect on the economy. Industries such as silk making and ceramics grew rapidly. Manufacturing and commerce increased. However, China did not become highly industrialized for two main reasons. First, the whole idea of commerce offended China's Confucian beliefs. . . . Second, Chinese economic policies traditionally favored agriculture. Taxes on agriculture stayed low. Taxes on manufacturing and trade skyrocketed.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction*, McDougal Littell, 1999 (adapted)

Where did Zheng He's voyages go?

(continued)

DBQ 9: TRADE AND INTERACTION

How did China benefit from the voyages of Zheng He?

Document 3

The text below discusses the effects of the Crusades.

The Crusades caused a growth in trade between Europe and the Middle East. European demand for the products of Southwest Asia grew greatly. Products such as spices, sugar, lemons, rugs, glass, perfumes, and silk and cotton textiles flowed into Europe. This increased trade had several effects, including the following:

- Increased wealth and power for the Italian city-states that controlled trade with the Middle East
- New ideas and learning gained by Europeans from contact with Muslims
- Rediscovery in Europe of the writings of ancient Greeks and Romans, preserved by Muslim scholars; this later encouraged the Renaissance
- Growth of intolerance as Christians persecuted Jews and Muslims in Europe and Muslims persecuted Christians in Europe

How did Europe benefit from the Crusades? List two benefits.

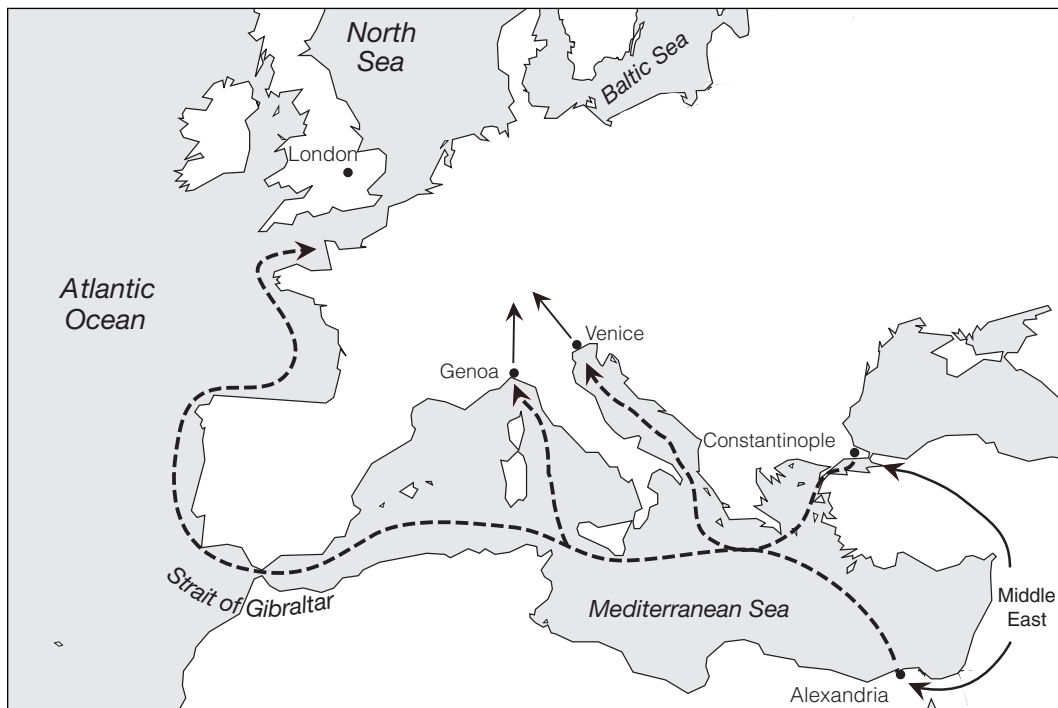
What were negative effects of the Crusades on people in Europe and the Middle East?

(continued)

DBQ 9: TRADE AND INTERACTION

Document 4

The map below shows trade routes to and through Europe in the thirteenth to fifteenth centuries.



According to the map, where did the trade routes originate? _____

Why were the Italian city-states able to dominate the trade patterns at this time?

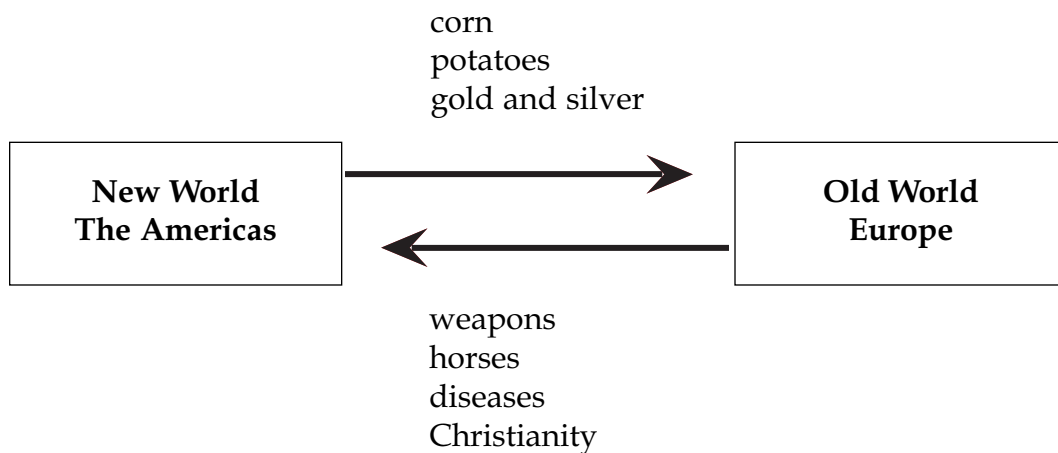
What was the impact of these trade routes on Italian city-states and on the place of origin?

(continued)

DBQ 9: TRADE AND INTERACTION

Document 5

The illustration below shows the Columbian Exchange.



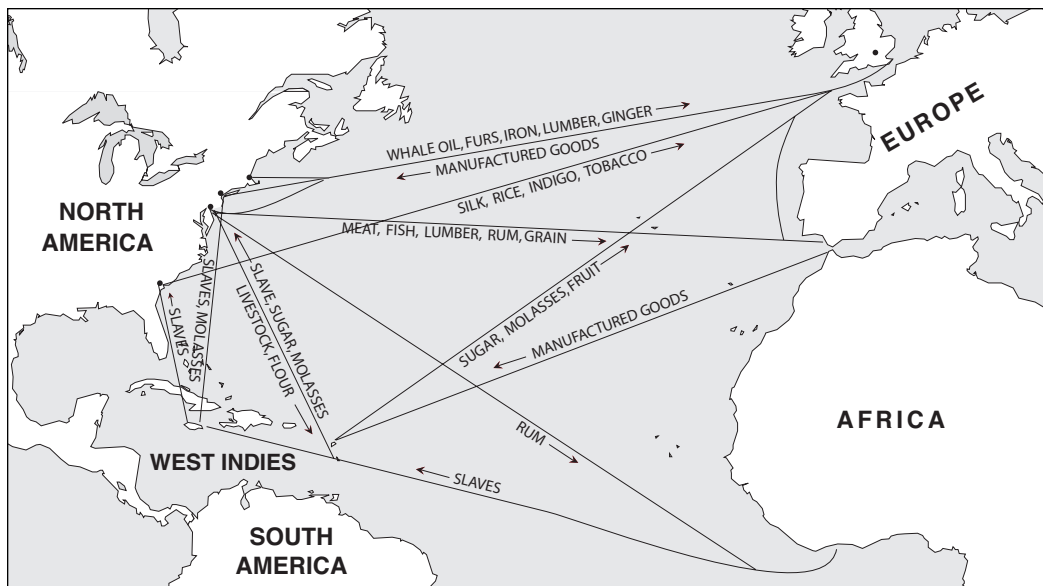
According to this diagram, what were the positive and negative impacts of the exchange on both the Americans and the Europeans?

(continued)

DBQ 9: TRADE AND INTERACTION

Document 6

The map below shows the trade pattern of the Atlantic economy in the eighteenth century.



What were the benefits to Europe of this eighteenth-century trade pattern?

What was the negative impact of the trade pattern on Africa?

PART B

Choose two world regions (China, Africa, Europe, the Middle East, or the Americas). How did trade have positive and/or negative effects on the people in two of those regions?

DBQ 10: CAUSES OF THE FRENCH REVOLUTION

Historical Context

The French Revolution of 1789 had many long-range causes. Political, social, and economic conditions in France made many French people discontented. Most disaffected were merchants, artisans, workers, and peasants. The ideas of the Enlightenment thinkers brought new views of government and society. The American Revolution also influenced the coming of the French Revolution.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

**Question: What were the most important causes of the French Revolution?
(Discuss three.)**

PART A

The following documents provide information about the French Revolution. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 10: CAUSES OF THE FRENCH REVOLUTION

Document 1

In this adapted excerpt, Arthur Young describes his travels in France from 1787 to 1789.

In the south of France there is a taille [tax on the land and its produce]. There is an injustice in levying the amount each person must pay. Lands held by the nobility are taxed very little. Lands held by commoners are taxed heavily. . . .

September 5, 1788: The poor people seem very poor indeed. The children are terribly ragged.

June 10, 1789: The lack of bread is terrible. Stories arrive every moment from the provinces of riots. . . . The price of bread has risen above people’s ability to pay. This causes great misery.

July 1789: . . . I was joined by a poor woman who complained of the hard times. “The tailles and feudal dues [rents owed the lords] are crushing us,” she said.

Source: Arthur Young, *Travels in France and Italy During the Years 1787, 1788, and 1789*, E.P. Dutton & Co, 1927 (adapted)

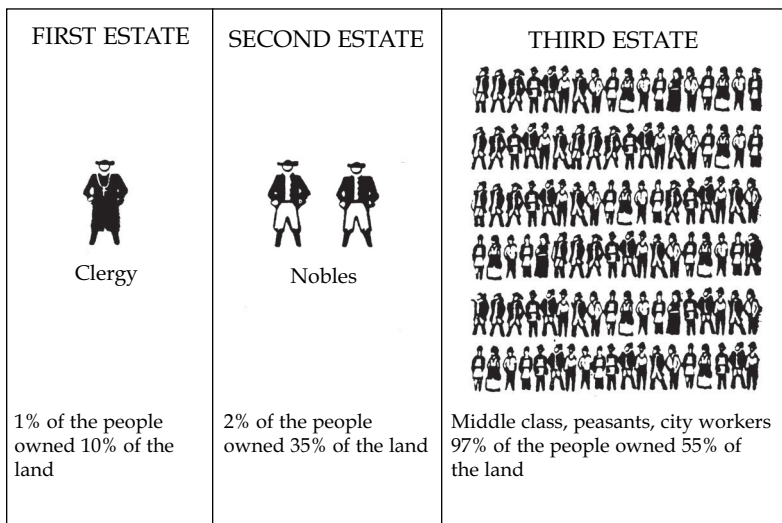
What were three observations this traveler made about the life of peasants in France between 1787 and 1789?

(continued)

DBQ 10: CAUSES OF THE FRENCH REVOLUTION

Document 2

This diagram illustrates the three French estates in 1789 and the land each held during the Old Regime.



What was the relationship between the percentage of the population in each estate and the percentage of land owned by that estate?

Document 3

These are excerpts from the *cahiers* (lists of grievances about the king, taxing, and voting) brought to the Estates General.

That the king be forced to reform the abuses and tyranny of lettre de cachet [a letter allowing a person to be jailed without trial].

That every tax . . . be granted [by the Estates General] only for a limited time.

That the taille [a tax on land] be borne equally by all classes. . . .

The meetings of the Estates General . . . shall be scheduled for definite times. . . .

In order to assure the third estate the influence it deserves because of its numbers, . . . its votes in the assembly should be taken and counted by head.

(continued)

DBQ 10: CAUSES OF THE FRENCH REVOLUTION

What changes in the French government did the third estate demand?

Document 4

In *The French Revolution*, historian Albert Mathiez claimed that leadership fell to the middle class because of what those people knew about Enlightenment ideas.

The Revolution had been accomplished in the minds of men long before it was translated into fact. . . .

The middle class . . . was sensitive to their inferior legal position. The Revolution came from them—the middle class. The working classes were incapable of starting or controlling the Revolution. They were just beginning to learn to read.

Source: Albert Mathiez, *The French Revolution*, Grosset & Dunlap, 1964 (adapted)

How did ideas impact the French Revolution, according to Mathiez? Why did the middle class, rather than the working class, drive the Revolution?

(continued)

DBQ 10: CAUSES OF THE FRENCH REVOLUTION

Document 5

Lord Acton, a professor at Cambridge University, suggested another point of view.

The condition of France alone did not bring about the overthrow of the monarchy. . . . For the sufferings of the people were not greater than they had been before. . . . The ideas of the philosophes were not directly responsible for the outbreak. . . .

[T]he spark that changed thought into action was supplied by the Declaration of American Independence. . . . [T]he American example caused the Revolution to break out.

Source: Lord Acton, *Lectures on the French Revolution*, Macmillan, 1910 (adapted)

What did Lord Acton believe caused the French Revolution?

**PART
B**

What were the most important causes of the French Revolution?
(Discuss three.)

DBQ 11: ABSOLUTISM AND DEMOCRACY

Historical Context

People have used various forms of political systems throughout world history. Modern nation-states developed in Europe in the 1600s and 1700s. Absolute monarchs with vast power and wealth ruled countries such as France and Russia. At the same time in England, attempts were made to limit royal power and to protect the rights of some of the people. There was tension between absolutism and this limited form of democracy. Each of these systems of government had its advantages and disadvantages.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
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3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What form of government was most effective—democracy or absolutism—for the seventeenth and eighteenth centuries in Europe?

**PART
A**

The following documents relate to different types of government. Examine each document carefully. In the space provided, answer the questions that follow each document.

(continued)

DBQ 11: ABSOLUTISM AND DEMOCRACY

Document 1

This excerpt describes the characteristics of “men.”

For all men in general this observation may be made: they are ungrateful, fickle, and deceitful, eager to avoid dangers, and avid for gain, and while you are useful to them they are all with you, but when it [danger] approaches, they turn on you. Any prince, trusting only in their works and having no other preparations made, will fall to ruin, for friendships that are bought at a price and not by greatness and nobility of soul are paid for indeed, but they are not owned and cannot be called upon in time of need. Men have less hesitation in offending a man who is loved than one who is feared, for love is held by a bond of obligation which, as men are wicked, is broken whenever personal advantage suggests it, but fear is accompanied by the dread of punishment, which never relaxes.

Source: Niccolò Machiavelli, *The Prince*, 1513 (adapted)

According to Machiavelli, what type of ruler must the prince be? Why is it necessary for him to rule in this manner?

Document 2

These ideas were expressed by King James I of England in 1609.

The state of monarchy is the supremest thing upon earth; for kings are not only God’s lieutenants upon earth, and sit upon God’s throne, but even by God Himself they are called gods. . . . Kings are justly called gods, for that they exercise a . . . divine power upon earth. . . . God hath power to create or destroy, make or unmake at His pleasure, to give life or send death, to judge all, and to be judged nor accountable to none; to raise low things, and to make high things low at His pleasure. . . . And the like power have kings.

What type of government does King James describe? Why does he believe it should be organized in this way?

(continued)

DBQ 11: ABSOLUTISM AND DEMOCRACY

Document 3

These ideas were expressed by King Louis XIV of France in 1660.

The head alone has the right to deliberate and decide, and the functions of all the other members consist only in carrying out the commands given to them. . . . The more you grant . . . [to the assembled people], the more it claims. . . . The interest of the state must come first.

What type of government does King Louis describe? Why does he recommend this type of government?

Document 4

The following is an excerpt adapted from the writings of Voltaire. He was a French philosopher of the 1700s.

I may disapprove of what you say, but I will defend to the death your right to say it. . . . The best government seems to be that in which all ranks of men are equally protected by the laws. . . .

What type of government does Voltaire recommend? What specific freedom does he feel is essential?

(continued)

DBQ 11: ABSOLUTISM AND DEMOCRACY

Document 5

In this excerpt, John Lock expresses his views on government.

Men being . . . by nature all free, equal, and independent, no one can be . . . subjected to the political power of another without his own consent. . . . To protect natural rights governments are established. . . . Since men hope to preserve their property by establishing a government, they will not want that government to destroy their objectives. When legislators try to destroy or take away the property of the people, or try to reduce them to slavery, they put themselves into a state of war with the people who can then refuse to obey the laws.

Source: John Locke, *Two Treatises on Government*, 1690 (adapted)

Why is government established, according to Locke? What type of government does Locke describe? Under what circumstances can the people revolt?

Document 6

This excerpt provides another description of government.

Although the forms of state—monarchy, aristocracy, and democracy—were united in English government, the powers of government were separated from one another. There can be no liberty where the executive, legislative, and judicial powers are united in one person or body of persons, because such concentration is bound to result in arbitrary despotism.

Source: Baron de Montesquieu, *The Spirit of the Laws*, 1748 (adapted)

(continued)

Name _____

Date _____

DBQ 11: ABSOLUTISM AND DEMOCRACY

What type of government does Montesquieu describe? Why does he believe it should be organized in this way?

**PART
B**

What form of government was most effective—democracy or absolutism—for the seventeenth and eighteenth centuries in Europe?

DBQ 12: THE INDUSTRIAL REVOLUTION: BEGINNINGS

Historical Context

The Industrial Revolution was a rapid, greatly increased output of machine-made goods. It began in England in the 1700s within the textile industry. Before the Industrial Revolution, people wove textiles by hand at home. Beginning in the mid-1700s, machines did this and other jobs as well. At the same time, greatly improved farming methods resulted in an agricultural revolution. This paved the way for changes in manufacturing techniques. In the 1800s, the Industrial Revolution spread from England to continental Europe and North America.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
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4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Why did the Industrial Revolution begin in England?

**PART
A**

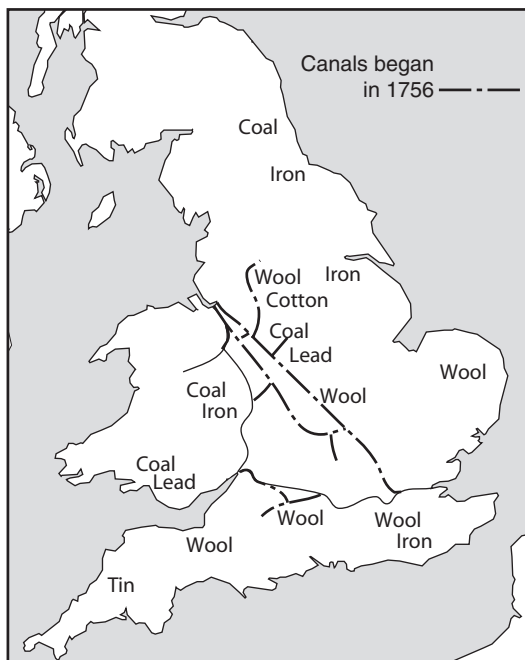
The following documents discuss aspects of the Industrial Revolution. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 12: THE INDUSTRIAL REVOLUTION: BEGINNINGS

Document 1

This map shows the resources and canals of England in the eighteenth century.



According to the map, what resources did England have that were needed for industrialization?

Document 2

This excerpt is from a testimony presented before England's Factory Commission in 1833.

You have been a witness of the operative [working] class in these parts; you have seen it grow from nothing into a great body in the space of a few years: how was it recruited? . . . A good many from the agricultural parts. . . . People left other occupations and came to spinning for the sake of the high wages.

(continued)

DBQ 12: THE INDUSTRIAL REVOLUTION: BEGINNINGS

Why were workers readily available for factory jobs? _____

Document 3

This excerpt describes the assembly line used in factories during the eighteenth century.

I have seen a small manufactory [factory] of this kind where ten men only were employed, and where some of them performed two or three distinct operations. . . . They could . . . make among them . . . upwards of 48,000 pins in a day. . . . But if they had all wrought [worked] separately and independently . . . they certainly could not each of them have made twenty . . . in a day.

Source: Adam Smith, *Wealth of Nations*, 1776 (adapted)

According to Smith, why were workers in a factory so productive? _____

Document 4

This excerpt describes the industrialization of England.

England . . . has been fortunate in possessing the natural conditions necessary to success. . . . We recognize that England is rich in these advantages, that she has coal and iron lying close together, that her sheep give the best wool, that her harbors are plentiful, that she is not ill-off for rivers, and that no part of the country is farther than seventy miles from the sea.

Source: George Warner, *Landmarks in English Industrial History*, Blackie and Son, 1899 (adapted)

How did geography help England industrialize? _____

(continued)

DBQ 12: THE INDUSTRIAL REVOLUTION: BEGINNINGS

Document 5

This excerpt comments on innovations during the Industrial Revolution.

Systematic thought lay behind most of the innovations in industrial practice. Invention . . . rarely thrives in a community of simple peasants or unskilled manual laborers: only when division of labor has developed . . . does it come to harvest. The stream of English scientific thought was one of the main tributaries [causes] of the industrial revolution . . . discoveries in different fields of activity were linked together. . . .

Source: Thomas S. Ashton, *The Industrial Revolution*, Oxford University Press, 1962 (adapted)

How did innovation lead to the Industrial Revolution in England?

Document 6

The following chart identifies important inventions during the eighteenth century.

Changes in Textile Machinery

Inventor	Invention	Importance
John Kay	flying shuttle	increased speed of weaving
James Hargreaves	spinning jenny	spun 8–10 threads at a time; used at home
Richard Arkwright	water frame	large spinning machine in factory, driven by water
Edmund Cartwright	power loom	water powered; automatically wove thread into cloth
Eli Whitney	cotton gin	separated seed from raw cotton

Which three inventions were most important in increasing textile production? Explain.

(continued)

DBQ 12: THE INDUSTRIAL REVOLUTION: BEGINNINGS

Document 7

This chart identifies agricultural changes during the Industrial Revolution.

Changes in Agriculture

Inventor	Invention	Importance
Jethro Tull	horse-drawn seed drill	planted seeds in straight rows
Robert Bakewell	stock breeding	improved quality of animals to produce more meat, milk, and wool
Cyrus McCormick	mechanical reaper	made grain harvesting easier

What was the result of these changes in agriculture in England?

Document 8

This excerpt comments on farming methods in England.

As I shall leave Norfolk, it is proper to give a review of the farming methods which have made . . . this country so famous in the farming world. . . . The great improvements have been made by the following methods.

- By enclosing without the help of Parliament
- By the introduction of a four year rotation of crops
- By growing turnips, clover, and rye grass
- By the country being divided chiefly into large farms

Source: Arthur Young, *A Farmer's Tour Through the East of England*, 1771 (adapted)

(continued)

DBQ 12: THE INDUSTRIAL REVOLUTION: BEGINNINGS

How did these four changes in agriculture enable England to industrialize more easily?

Document 9

This excerpt describes English industrialization.

When one realizes the thousands of internal tariffs that obstructed [slowed down] traffic in Germany up to 1834 and the innumerable tolls and charges that hindered trade in France before 1789 . . . it is clear that the political and economic freedom in England was one of the causes of her industrial expansion.

Source: L.C.A. Knowles, *The Industrial and Commercial Revolutions in Great Britain During the Nineteenth Century*, E.P. Dutton & Co., 1921 (adapted)

What are two reasons Knowles cited to explain industrialization in England?

**PART
B**

Why did the Industrial Revolution begin in England?

DBQ 13: NATIONALISM IN THE NINETEENTH CENTURY

Historical Context

Nationalism was the most powerful force in the 1800s. It came to the fore with the French Revolution of 1789. It then contributed to the unification of Italy and Germany in the nineteenth century. At the same time, ethnic unrest threatened to topple the Ottoman and the Austro-Hungarian empires. Nationalism also contributed to the outbreak of wars. These included the Franco-Prussian War and World War I.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: How would you evaluate the following statements?

Nationalism united people into nation-states.

It toppled empires composed of many ethnic minorities.

It contributed to the outbreak of wars in the nineteenth century.

**PART
A**

The following documents provide information about nationalism as a force in nineteenth-century Europe. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

DBQ 13: NATIONALISM IN THE NINETEENTH CENTURY

Document 1

This excerpt describes the *Levée en Masse*.

The young men will go forth to battle; the married men will make arms and transport food; the women will make tents and uniforms and will serve in the hospitals; the children will prepare lint from old linens; the old people will gather in public places to raise the courage of the warriors, to excite hatred of kings, and to preach the unity of the Republic.

Source: French Committee of Public Safety, *Levée en Masse*, 1793 (adapted)

What impact did the *Levée en Masse* have on the French people? _____

Document 2

“La Marseillaise,” the French national anthem, aroused the emotions of the French people during the revolution.

Arise, children of the fatherland,
Our day of glory has arrived.
Against us cruel tyrants
Have raised their bloody flag.
Do you hear in the countryside
Their fierce hired soldiers?
They come almost into your arms
To attack your children and your fields.

Chorus:
To arms, citizens!
Form your battalions!
March on, march on,
To liberty or death!

What did the national anthem urge the French to do? _____

(continued)

DBQ 13: NATIONALISM IN THE NINETEENTH CENTURY

Document 3

This excerpt is from Count Cavour, who was named prime minister of Piedmont-Sardinia in 1852. As a diplomat, he provided the “brains” of Italian unification.

We ardently wish to free Italy from foreign rule. . . . We want to drive out the foreigners not only because we want to see our country powerful and glorious, but because we want to elevate the Italian people in intelligence and moral development.

What action did Cavour recommend in this excerpt?

Document 4

Giuseppe Garibaldi was the “sword” of Italian unification. He added the southern Kingdom of the Two Sicilies to Italy in 1860. He described his soldiers, known as Red Shirts, with these words.

O noble Thousand! . . . I love to remember you! . . . Where any of our brothers are fighting for liberty, there all Italians must hasten!—such was your motto. Let him who loves his country in his heart, and not with his lips only, follow me.

What was Garibaldi trying to accomplish in this speech?

(continued)

DBQ 13: NATIONALISM IN THE NINETEENTH CENTURY

Document 5

These words were spoken by Otto von Bismarck, prime minister of Prussia, in 1866. Some people feel that Bismarck single-handedly unified Germany and started it on its road to greatness. Here, Bismarck explained the process for unification of Germany.

I had shown plainly the direction in which I was going. Prussia . . . could no longer carry alone the power that Germany required for its security. That must be equally distributed over all German peoples. We would get not nearer our goal by speeches, associations, or decisions by the majority. We would not be able to avoid serious contest with Austria. This contest could only be settled by blood and iron. There is one way to guarantee our success. The deputies must place the greatest possible weight of blood and iron in the hands of the King of Prussia.

What was Bismarck's method for uniting Germany?

Document 6

This excerpt is adapted from a testimony given by Gavrilo Princip at his trial for the 1914 assassination of Archduke Franz Ferdinand.

. . . I am a nationalist. I aimed to free the Yugoslavs. For I am a Yugoslav. . . .
As far as Serbia is concerned, it is her duty to free us.

Who does Princip say he is, and what is he doing?

(continued)

DBQ 13: NATIONALISM IN THE NINETEENTH CENTURY

Document 7

This illustration shows the effect of nationalism among the subject nationalities of the Austro-Hungarian Empire.



Based on this illustration, what was the effect of nationalism on the Austrian Empire?

**PART
B**

How would you evaluate the following statements?
Nationalism united people into nation-states.
It toppled empires composed of many ethnic minorities.
It contributed to the outbreak of wars in the nineteenth century.

DBQ 14: JAPAN'S MODERNIZATION

Historical Context

In the early 1600s, Japan had closed itself to almost all contacts with the outside world. In the mid-1800s, Japan was faced with a challenge to its policy of isolation. As a result, Japan started to modernize. It emerged in the twentieth century as a major world power.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: How did Japan emerge as a world power, going from isolation to modernization to imperialism? What were the results—positive and negative—of Japan's modernization?

PART A

The following documents deal with developments in Japan from the 1600s to the 1900s. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 14: JAPAN'S MODERNIZATION**Document 1**

The following time line outlines important dates in Japan's history.

1603—Tokugawa shogunate begins.

1635—Closed Country Edict cuts Japan off from rest of world.

1639—Portuguese are expelled; Dutch and Chinese are permitted to trade at Nagasaki.

1853–54—U.S. Commodore Perry visits Japan.

1867—Meiji Restoration; the emperor takes over power.

1889—Meiji Constitution is adopted.

1894–95—Sino-Japanese War; Japan gains Taiwan and domination of Korea.

1904–05—Russo-Japanese War; Japan acquires Port Arthur and Russia's position in Manchuria.

1910—Japan annexes Korea.

1931—Japan invades Manchuria and sets up a puppet state.

1937—Japan invades China.

1940—"Greater East Asia Co-Prosperity Sphere" plan is recommended.

1941—Japan attacks Pearl Harbor and sets out to conquer the Pacific region.

1945—End of World War II; Japan surrenders.

Write two events from the list above under each heading below.

Relative Isolation

- 1.
- 2.

Modernization

- 1.
- 2.

Imperialism

- 1.
- 2.

(continued)

DBQ 14: JAPAN'S MODERNIZATION**Document 2**

This excerpt is adapted from Japan's Closed Country Edict of 1635.

Japanese ships may absolutely not leave for foreign countries.

No Japanese person is allowed to go abroad. Anyone who tries to do so will be put to death.

All Japanese persons who live abroad will be put to death when they return home. . . . Samurai [paid warriors] may not purchase goods from foreign ships directly from foreign merchants in Nagasaki.

What policy did the Closed Country Edict establish? _____

How did this edict affect Japanese traders?

Document 3

This excerpt is adapted from a letter sent by U.S. Commodore Perry to the Emperor of Japan on July 7, 1853.

The government of the United States desires to obtain from . . . Japan some positive assurances that persons who may be shipwrecked on the coast of Japan, or driven by stress of weather into her ports, shall be treated with humanity. . . . Therefore, as the United States and Japan are becoming every day nearer and nearer to each other, the President desires to live in peace and friendship with your imperial majesty, but no friendship can long exist, unless Japan ceases to act toward Americans as if they were her enemies. . . .

Many of the large ships-of-war destined to visit Japan have not yet arrived in these seas, though they are hourly expected; and the undersigned, as an evidence of his friendly intentions, has brought but four of the smaller ones, designing, should it become necessary, to return to Yedo [Tokyo] in the ensuing spring with a much larger force. . . .

M.C. Perry

(continued)

DBQ 14: JAPAN'S MODERNIZATION

What reason did Perry give for his visit to Japan?

Document 4

The following excerpts are adapted from an agreement signed between the United States and Japan on March 31, 1854.

The United States of America and the Empire of Japan . . . have resolved to fix . . . the rules which shall in future be mutually observed. . . .

Article II. The port[s] of Simoda and of Hakodade . . . are granted by the Japanese as ports for the reception of American ships, where they can be supplied with wood, water, provisions, and coal. . . .

Article III. Whenever ships of the United States are thrown or wrecked on the coast of Japan, the Japanese vessels will assist them. . . .

Article VII. It is agreed that ships of the United States . . . [in] the ports open to them shall be permitted to [trade]. . . .

What was Japan giving to the United States in this agreement?

Was this evidence of a lessening of Japanese isolation? Explain.

(continued)

DBQ 14: JAPAN'S MODERNIZATION

Document 5

A temporary constitution giving power to the emperor had been adopted in 1868. This ended the power of the Tokugawa shogun. The Meiji Constitution of 1889 was regarded as the permanent constitution of Japan. Here are some excerpts from it.

Article I. The Empire of Japan shall be reigned over and governed by a line of Emperors unbroken for ages eternal.

Article III. The Emperor is sacred and inviolable.

Article XI. The Emperor has supreme command of the Army and Navy.

Article XLV. When the House of Representatives has been ordered to dissolve, Members shall be caused by Imperial Order to be newly elected.

Source: Alfred Stead, editor, *Japan by the Japanese*, William Heinemann, 1904
(adapted)

How did this governmental structure strengthen the central government?

Document 6

This excerpt, attained from the full powers given to Lord Iwakura and the other ambassadors, describes the mission of a group sent to Europe and the United States by the Japanese emperor in 1871.

The time for the revision of the existing treaties will arrive in less than a year, and we wish to revise them considerably so as to place Japan on the footing of equality with the civilized nations. . . . We do not intend to undertake the revision at once. We will first study the institutions of the civilized nations, adopt those most suited to Japan, and gradually reform our government and manners, so as to attain the status equal to that of the civilized nations.

Source: Alfred Stead, editor, *Japan by the Japanese*, William Heinemann, 1904
(adapted)

(continued)

DBQ 14: JAPAN'S MODERNIZATION

What did the emperor plan to do, and why?

Document 7

In this excerpt, Baron Kentaro Kaneko, the Japanese minister of commerce and agriculture, expressed his opinion for modernization.

Japan . . . occupies a small amount of land and has a large population, with little material out of which to manufacture, hence has to rely upon the material imported from other countries. We have coal, but not sufficient iron, and almost no gold. Hence, in my opinion, Japan must stand as an industrial country. . . . An agricultural policy is not bad. It was satisfactory in the feudal period—that is, for so long as we were not pressed by the Russians, [the] English, and the Americans from all sides. But the conditions are otherwise today. The Pacific is becoming the center of the struggle in which we are called to compete with much stronger foes. Japan as an agricultural country cannot stand against Russia, Australia, Canada, or America. Hence we must try other means for the struggle—that is, we must obtain raw materials from them and manufacture them for the Asiatic markets.

Source: Alfred Stead, editor, *Japan by the Japanese*, William Heinemann, 1904
(adapted)

What economic changes did the Japanese minister recommend, and why?

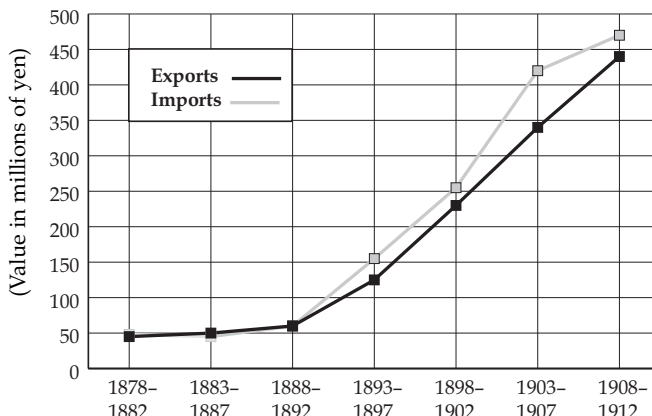
How would Japan get the materials it needed?

(continued)

DBQ 14: JAPAN'S MODERNIZATION

Document 8

This graph illustrates imports and exports in Japan during the Meiji Rule from 1868 to 1912.



Source: New York Regents Exam, 2002 (adapted)

According to this graph, what economic change occurred during the period of Meiji rule?

Document 9

Japan declared war on Russia on February 10, 1904. This is an excerpt from Japan's declaration.

We hereby declare war against Russia. . . . The integrity of Korea is a matter of constant concern to this Empire, not only because of our traditional relations with that country, but because the separate existence of Korea is essential to the safety of our realm. Nevertheless Russia . . . is still in occupation of Manchuria, has consolidated and strengthened her hold upon those provinces, and is bent upon their final annexation. . . [T]he safety of Korea is in danger; the vital interests of our Empire are menaced. The guarantees for the future which we have failed to secure by peaceful negotiations we can now only seek by our appeal to arms.

Source: Alfred Stead, editor, *Japan by the Japanese*, William Heinemann, 1904 (adapted)

(continued)

DBQ 14: JAPAN'S MODERNIZATION

What reasons did Japan give for declaring war on Russia?

Document 10

This map details the valuable natural resources found in Korea and Manchuria in 1934.



Source: Elisabeth Gaynor Ellis and Anthony Esler, *World History Connections to Today: The Modern Era*, Prentice Hall, 2002 (adapted)

Based on the map, why would Japan want to acquire Korea and Manchuria?

(continued)

DBQ 14: JAPAN’S MODERNIZATION

Document 11

In 1940, the Japanese Total War Research Institute produced the following plan for the establishment of a “Greater East Asia Co-Prosperity Sphere.”

The Japanese empire is a manifestation of morality, and its special characteristic is the propagation of the Imperial Way. . . . It is necessary . . . to cause East Asia to return to its original form of independence and co-prosperity by shaking off the yoke of Europe and America. . . . In the Union of East Asia, the Japanese empire is at once the stabilizing power and the leading influence. . . . [A basic step will be] the construction of a new China in tune with the rapid construction of the Inner Sphere. Aggressive American and British influences in East Asia shall be driven out of the area of Indo-China and the South Seas, and this area shall be brought into our defense sphere. The war with Britain and America shall be prosecuted for that purpose. . . . [T]he Japanese empire is the center . . . of Oriental moral and cultural reconstruction.

According to this document, what was the ultimate goal of the Japanese empire?

**PART
B**

How did Japan emerge as a world power, going from isolation to modernization to imperialism? What were the results—positive and negative—of Japan’s modernization?

DBQ 15: NEW IMPERIALISM: CAUSES

Historical Context

Between 1870 and 1920, the rate of European imperialism increased. This was due to economic, political, and social forces. The Industrial Revolution stirred the ambitions of European nations. The advances in technology allowed these nations to spread their control over the less-developed areas of the world. Historians have studied this empire-building frenzy. They have offered a variety of perspectives on its causes.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
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3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Which economic, political, and social forces were most responsible for the new imperialism of the late nineteenth and early twentieth centuries?

PART A

The following documents provide information about the causes of the new imperialism. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 15: NEW IMPERIALISM: CAUSES

Document 1

In this excerpt, author Parker T. Moon pointed out which groups were most interested in imperialism.

The makers of cotton and iron goods have been very much interested in imperialism. This group of import interests has been greatly strengthened by the demand of giant industries for colonial raw materials. . . . Shipowners demand coaling stations for their vessels and naval bases for protection. To these interests may be added the makers of armaments and of uniforms. The producers of telegraph and railway material and other supplies used by the government in its colony may also be included. . . . Finally, the most powerful business groups are the bankers. Banks make loans to colonies and backward countries for building railways and steamship lines. . . .

Source: Parker T. Moon, *Imperialism and World Politics*, Macmillan, 1936 (adapted)

Which groups were seeking colonies, according to this author? Explain each group's reason.

Document 2

This excerpt was written by American Senator A.J. Beveridge in 1898.

American factories are making more than the American people can use; American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours. . . . We will establish trading posts throughout the world as distributing points for American products. We will cover the ocean with our merchant marines. We will build a navy to the measure of our greatness. . . .

According to Senator Beveridge, why should America become imperialistic?

(continued)

DBQ 15: NEW IMPERIALISM: CAUSES

Document 3

This excerpt suggests another cause for imperialism.

. . . [N]one of the colonial undertakings was motivated by the quest for capitalist profits; they all originated in political ambitions . . . the nations' will to power . . . [or] glory or national greatness.

Source: Raymond Aron, *The Century of Total War*, Doubleday & Co., 1954 (adapted)

What did this author say was the cause of imperialism?

Document 4

Cecil Rhodes was a successful British imperialist in Africa. This excerpt is adapted from his position on imperialism.

I contend that we [Britons] are the finest race in the world, and the more of the world we inhabit, the better it is for the human race. . . . It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.

Source: Cecil Rhodes, *Confession of Faith*, originally written at Oxford, 1877 (adapted)

According to Rhodes, why should Britain pursue a policy of imperialism?

(continued)

DBQ 15: NEW IMPERIALISM: CAUSES

Document 5

This excerpt suggests another reason for imperialism.

But the economic side . . . must not be allowed to obscure [hide] the other factors. Psychologically speaking, . . . evolutionary teaching [about the "survival of the fittest"] was perhaps most crucial. It not only justified competition and struggle but introduced an element of ruthlessness. . . .

Source: William L. Langer, *The Diplomacy of Imperialism*, Knopf, 1935 (adapted)

According to Langer, what was the noneconomic reason for the new imperialism?

Document 6

This excerpt is from Rudyard Kipling’s poem “The White Man’s Burden” (1899). It gives another explanation for imperialism.

Take up the white man’s burden
Send forth the best ye breed
Go bind your sons to exile
To serve your captives’ need;
To wait, in heavy harness,
On fluttered folk and wild
Your new-caught, sullen peoples,
Half-devil and half-child.

According to the poem, what was the “white man’s burden”? _____

(continued)

DBQ 15: NEW IMPERIALISM: CAUSES

Document 7

In this excerpt, President William McKinley explains why the United States took over the Philippines.

We could not leave them to themselves. They were unfit for self-government. There was nothing left for us to do but to take them over. Then we would be able to educate the Filipinos. We could uplift and civilize and Christianize them. . . .

Source: General James Rusling, "Interview with President William McKinley," *The Christian Advocate*, 1903 (adapted)

How did President McKinley justify the U.S. takeover of the Philippines?

Document 8

This excerpt gives another reason why Europeans were able to increase their colonial holdings. This is from a letter sent by Phan Thanh Gian, governor of a Vietnamese state, to his administrators in 1867.

Now, the French are come, with their powerful weapons of war, to cause dissension among us. We are weak against them; our commanders and our soldiers have been vanquished. . . . The French have immense warships, filled with soldiers and armed with huge cannons. No one can resist them. They go where they want, the strongest ramparts fall before them.

Source: Phan Thanh Gian, retranslation from *Focus on World History: The Era of the First Global Age and Revolution*, Walch Publishing, 2002 (adapted)

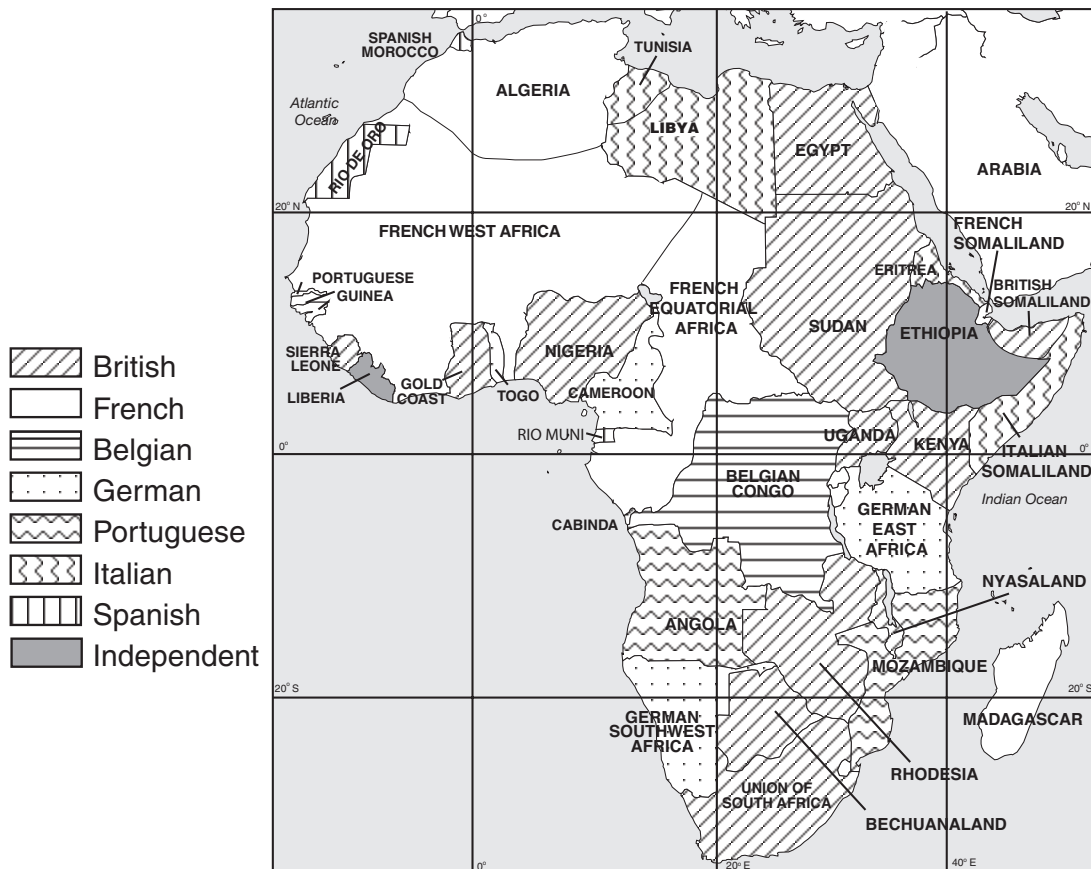
How did this Vietnamese man explain the French imperialism in Indochina in 1867?

(continued)

DBQ 15: NEW IMPERIALISM: CAUSES

Document 9

This map details European Imperialism in Africa in 1914.



What cause for imperialism is evident in this map of Africa? Explain.

**PART
B**

Which economic, political, and social forces were most responsible for the new imperialism of the late nineteenth and early twentieth centuries?

DBQ 16: IMPERIALISM IN INDIA: AN EVALUATION

Historical Context

European imperialism was widespread in the late nineteenth and the twentieth centuries. It resulted in the carving up of areas of Africa and Asia into vast colonial empires. This was the case for British colonialism in India. As imperialism spread, the colonizer and the colony viewed imperialism differently. They saw both positive and negative effects of imperialism.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What were the positive and negative effects of imperialism for Great Britain (the mother country) and for India (the colony)?

PART

A

The following documents provide information about the effects of imperialism on India. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 16: IMPERIALISM IN INDIA: AN EVALUATION

Document 1

This excerpt points out the positive and negative results of imperialism.

Modern progressive nations [European colonizers] . . . seek to control “garden spots” in the tropics. Under their direction, these places can yield the tropical produce that their citizens need. In return the progressive nations bring to the people of those garden spots the foodstuffs and manufactures they need. They develop the territory by building roads, canals, railways, and telegraphs. The progressive nations can establish schools and newspapers for the people of the colonies. They can also give these people the benefit of other blessings of civilization which they have not the means of creating themselves.

Source: O.P. Austin, “Does Colonization Pay?” *The Forum*, 1900 (adapted)

According to this author, what are the benefits of imperialism to the colony?

What are the benefits of imperialism to the colonizer? _____

Document 2

In this speech, Dadabhai Naoroji, an Indian, describes the effect of imperialism on India.

To sum up the whole, the British rule has been—morally, a great blessing; politically, peace and order on one hand . . . on the other, materially, impoverishment. . . . The natives call the British system . . . “the knife of sugar.” That is to say there is no oppression, it is all smooth and sweet, but it is the knife, nevertheless.

In these later comments, Naoroji stresses the negative aspects.

Europeans [the British] occupy almost all the higher places in every department of government. . . . Natives, no matter how fit, are deliberately kept out of the social institutions started by Europeans. . . . All they [the Europeans] do is live off of India while they are here. When they go, they carry all they have gained.

Source: Dadabhai Naoroji, *Essays, Speeches, Addresses and Writings*, Caxton Printing Works, 1887 (adapted)

(continued)

DBQ 16: IMPERIALISM IN INDIA: AN EVALUATION

How is British imperialism both positive and negative for India, according to Naoroji?

Document 3

This excerpt comments on benefits to India during British imperialism.

Englishmen . . . have given the people of India the greatest human blessing—peace. They have introduced Western education. This has brought an ancient and civilized nation in touch with modern thought, modern sciences, and modern life. They have built an administration that is strong and efficient. They have framed wise laws and have established courts of justice.

Source: Romesh Dutt, *The Economic History of India Under Early British Rule*, K. Paul, Trench, Trübner & Co. Ltd, 1902 (adapted)

What benefits has India gained during British imperialism, according to Dutt?

Document 4

This excerpt describes additional benefits of imperialism.

British brains, British enterprise, and British capital have changed the face of India. Means of communication have been developed. There are great numbers of bridges, more than 40,000 miles of railway, and 70,000 miles of paved roads. These testify to the skill and industry of British engineers. Irrigation works on a very large scale have brought 30 million acres under cultivation. This has greatly added to the agricultural wealth of the country. Industrialization has also begun. India now has improved sanitation and a higher standard of living. It has a fine transport system and carefully thought-out schemes for relief work. Because of these things famines have now almost disappeared.

Source: J.A.R. Marriott, *The English in India*, Clarendon Press, 1932 (adapted)

DBQ 16: IMPERIALISM IN INDIA: AN EVALUATION

List at least five benefits of imperialism cited by this author.

Document 5

This excerpt points out the social and economic impact of imperialism on India.

British rule brought with it from the West certain standards of humanity that Indian society had not yet reached. Early action was taken to stop infanticide [the killing of female babies]. . . . The slave trade was ended and the owning of slaves was forbidden. . . . One result of the new order was a steady rise in the value of India's export trade.

Source: Sir Reginald Coupland, *India: A Restatement*, 1945 (adapted)

What benefits of imperialism does this author identify?

(continued)

DBQ 16: IMPERIALISM IN INDIA: AN EVALUATION

Document 6

This excerpt explains how India became a “typical” colonial economy.

This process continued throughout the nineteenth century. Other old Indian industries—shipbuilding, metalwork, glass, paper—and many crafts were broken up. Thus the economic development of India was stopped and the growth of new industry was prevented. . . . A typical colonial economy was built up. India became an agricultural colony of industrial England.

It supplied raw materials and provided markets for England’s industrial goods. The destruction of industry led to unemployment on a vast scale. . . . The poverty of the country grew. The standard of living fell to terribly low levels.

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946
(adapted)

What negative effects of imperialism does Nehru point out? _____

Document 7

In this excerpt, Mohandas Gandhi offers a complaint about imperialism.

You English committed one supreme crime against my people. For a hundred years you have done everything for us. You have given us no responsibility for our own government.

What is Gandhi’s criticism of imperialism? _____

PART B

What were the positive and negative effects of imperialism for Great Britain (the mother country) and for India (the colony)?

DBQ 17: IMPERIALISM IN AFRICA: AN EVALUATION

Historical Context

European imperialism was widespread in the late nineteenth and twentieth centuries. It resulted in the carving up of areas of Africa and Asia into vast colonial empires. This was true for most of the continent of Africa. As imperialism spread, the colonizer and the colony viewed imperialism differently. They saw both positive and negative effects of imperialism.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

PART A

The following documents provide information about the effects of imperialism on Africa. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 17: IMPERIALISM IN AFRICA: AN EVALUATION

Document 1

This excerpt identifies negative aspects of imperialism.

The period of imperialism has witnessed many wars. Most of these wars have been caused by attacks of white races upon so-called "lower races." They have resulted in the taking of territory by force. . . . The white rulers of the colonies live at the expense of the natives. Their chief work is to organize labor for their support. In the typical colony, the most fertile lands and the mineral resources are owned by white foreigners. These holdings are worked by natives under their direction. The foreigners take wealth out of the country. All the hard work is done by natives.

Source: J.A. Hobson, *Imperialism*, Allen and Unwin, 1902 (adapted)

What negative aspects of imperialism did this British scholar point out?

Document 2

Sékou Touré, an African nationalist, pointed out another negative aspect of imperialism.

Colonialism's greatest misdeed was to have tried to strip us of our responsibility in conducting our own affairs and convince us that our civilization was nothing less than savagery, thus giving us complexes which led to our being branded as irresponsible and lacking in self-confidence.

What criticism of imperialism did this African nationalist offer?

(continued)

DBQ 17: IMPERIALISM IN AFRICA: AN EVALUATION

Document 3

The All-African People's Conference was held in Accra, Ghana, in 1958. Its resolution "condemns colonialism and imperialism" based on the following premises.

Whereas all African peoples everywhere strongly deplore the economic exploitation of African people by imperialist countries, thus reducing Africans to poverty in the midst of plenty. . . .

Whereas fundamental human rights, freedom of speech, freedom of association, freedom of movement, freedom of worship, freedom to live a full and abundant life . . . are denied to Africans through the activities of imperialists.

For what reasons did this group condemn imperialism?

Document 4

British Geographer and author, George H. T. Kimble, gave his point of view in a 1962 *New York Times Magazine* article.

. . . [The colonial powers] failed to provide the African with sufficient [preparation]. . . . None of the newly independent countries had enough skilled African administrators to run their own [government] . . . [or] enough African technicians to keep the public utilities working. . . . And no country had an electorate that knew what independence was all about. . . . For all its faults, colonial government provided security of person and property in lands that had known little of either. . . . It was the colonial powers who were largely responsible for the opening of the region to the lumberman, miner, planter, and other men of means without whom its wealth would be continued to lie fallow [uncultivated].

Source: George H.T. Kimble, *The New York Times Magazine*, "Colonialism: The Good, the Bad, the Lessons," 1962 (adapted)

(continued)

DBQ 17: IMPERIALISM IN AFRICA: AN EVALUATION

What did this author cite as negative effects of imperialism?

What did the author cite as positive effects of imperialism? _____

Document 5

This is an African proverb.

When the whites came to our country, we had the land and they had the Bible; now we have the Bible and they have the land.

What does this proverb imply about the effect of imperialism in Africa?

Document 6

This poem describes negative aspects of imperialism.

The White Man killed my father, My father was proud.	My brother was strong. His hands red with black blood
The White Man seduced my mother, My mother was beautiful.	The White Man turned to me; And in the Conqueror's voice said,
The White Man burnt my brother beneath the noonday sun,	"Boy! a chair, a napkin, a drink."

Source: David Diop, *An Anthology of West African Verse*, Ibadan University Press, 1957 (adapted)

What negative aspects of imperialism does David Diop present in this poem?

(continued)

DBQ 17: IMPERIALISM IN AFRICA: AN EVALUATION

Document 7

This excerpt points out other negative aspects of imperialism.

The struggle for colonies does not result only in cash losses. There were also lives lost, wars fought, and hatreds aroused which threatened new wars. . . . Italy's trade with her colonies in 1894–1932 was worth 5,561 million lire [about \$1,100 million]. This was less than one percent of her total foreign trade in the same period. In fact her expenditures on colonies for that time was 6,856 million lire. Obviously colonies cost more than they are worth in trade.

Source: Grover Clark, *Balance Sheets of Imperialism*, Columbia University Press, 1936 (adapted)

What evidence did this author provide to show that colonies were a negative financial drain on the Europeans?

**PART
B**

Evaluate the new imperialism of the late nineteenth and early twentieth centuries in Africa. What were the positive and negative effects of imperialism for the colonizer and the colony?

DBQ 18: CAUSES OF WORLD WAR I

Historical Context

At the turn of the twentieth century, Europe seemed to enjoy a period of peace and progress. Yet below the surface, several forces were at work that would lead Europe into the “Great War.” One of these forces was nationalism, and it had an explosive effect in the Balkans. But nationalism was only one of the many causes of World War I. Historians and eyewitnesses have described those causes and have tried to assess the responsibility for the war.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author’s point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Who and/or what caused World War I?

PART A

The following documents provide information on the causes of World War I. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

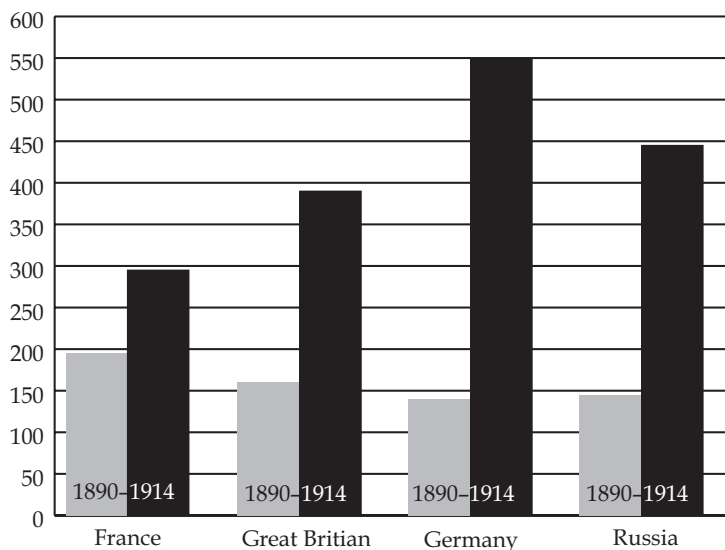
(continued)

DBQ 18: CAUSES OF WORLD WAR I

Document 1

This graph provides information on the increasing amounts of money spent on armaments from 1890 through 1914.

Rise of Military Spending among Europe's Leading Powers



Source: James Killoran, Stuart Zimmer, Mark Jarrett, *Mastering Global History*, Jarrett Pub. Co., 1999 (adapted)

According to the graph, what change occurred between 1890 and 1914?

How did this change influence the coming of war?

(continued)

DBQ 18: CAUSES OF WORLD WAR I

Document 2

This map of Europe on the eve of World War I shows the alliance systems.



Who were the members of each alliance system? How did alliance systems contribute to the outbreak of World War I?

Document 3

This excerpt outlines accusations against Serbia by Austria-Hungary.

[T]he Royal Serbian Government has done nothing to repress these movements. It has permitted the criminal machinations of various societies and associations directed against the Monarchy, and has tolerated unrestrained language on the part of the press, the glorification of the perpetrators of outrages and the participation of officers and functionaries in subversive agitation. . . .

. . . [The] Royal Government see themselves compelled to demand from the Royal Serbian Government a formal assurance that they condemn this dangerous propaganda against the Monarchy. . . .

. . . To accept the collaboration in Serbia of representatives of the Austro-Hungarian Government for the suppression of the subversive movement . . .

Source: *Austro-Hungarian Red Book No. 7, 1914* (adapted)

(continued)

Name _____

Date _____

DBQ 18: CAUSES OF WORLD WAR I

What accusations did Austria-Hungary make against Serbia?

What two demands did Austria-Hungary make on Serbia?

Document 4

This excerpt is from Article 231 of the Versailles Treaty, which Germany signed in 1919, thereby ending World War I.

The Allied and Associate Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage. . . .

According to the Versailles Treaty, who was responsible for World War I? _____

Why did Germany agree to this article of the treaty? _____

(continued)

DBQ 18: CAUSES OF WORLD WAR I

Document 5

Count Brockdorff-Rantzau led the German delegation to the Versailles Peace Conference. On May 7, 1919, he protested some terms of the treaty. Here is an excerpt.

It is demanded of us that we shall confess ourselves to be alone guilty of the war. Such a confession from my lips would be a lie. We are far from declining all responsibility for the fact that this great World War took place or that it was fought in the way that it was. . . . But we energetically deny that Germany and its people, who were convinced that they fought a war of defense, were alone guilty. No one would want to assert that the disaster began only at that disastrous moment when the successor of Austria-Hungary fell a victim to murderous hands. In the last fifty years, the imperialism of all European states has chronically poisoned international relations. Policies of retaliation, policies of expansion, and disregard for the right of peoples to determine their own destiny have contributed to the European malady which came to a crisis in the World War. The mobilization of Russia deprived statesmen of the opportunity of curing the disease, and placed the issue in the hands of the military powers.

What position did the German delegation leader present?

What did he say caused the war? _____

Document 6

In this excerpt, author Sidney Bradshaw Fay states his position on the causes of World War I.

Nevertheless, a European war broke out. Why? Because in each country [of Europe] political and military leaders did certain things which lead to the mobilization [of their armies for war] and [finally] to the declarations of war, or [these leaders] failed to do certain things which might have prevented [the war]. In this sense, all the European countries in greater or lesser degree were responsible [for the outbreak of World War I].

Source: Sidney Bradshaw Fay, *Origins of the World War*, Macmillan, 1928 (adapted)

(continued)

DBQ 18: CAUSES OF WORLD WAR I

According to this author, who was responsible for the outbreak of World War I?

What did he cite as evidence to support this claim? _____

Document 7

This excerpt describes factors that contributed to World War I.

The rise of Germany, whose supremacy France dreaded and whose navy menaced [threatened] England, had created among [England and France] an alliance which claimed it was defensive in nature but was denounced by German propaganda as an attempt at [the] encirclement [of Germany]. The two armed camps alarmed each other, and each grew heavy with multiplied incidents, which spread East [with the assassination of the Archduke Ferdinand], where Russia and Austria were advancing contradictory claims.

Source: Raymond Aron, *The Century of Total War*, Doubleday & Co., 1954 (adapted)

What responsibility did the alliance systems play in the outbreak of the war, according to Aron?

What role did the assassination and the following ultimatum play in the outbreak of the war?

PART B

Who and/or what caused World War I?

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Historical Context

The 1920s began with a favorable outlook for peace. However, toward the end of the decade and throughout the 1930s, the clouds of war were forming. Dictators arose in countries that were dissatisfied with the results of World War I. Germany, Italy, and Japan took aggressive actions. Neither the League of Nations nor the democratic countries were able or willing to stop them. British Prime Minister Chamberlain suggested that a policy of appeasement was the best way to deal with Germany's Hitler. Nations and their leaders took actions that moved Europe toward war. The debate over the causes of World War II provides different perspectives.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Why did the world plunge into World War II in 1939? What is the most effective response to aggression—appeasement or collective security?

**PART
A**

The following documents provide information about the steps leading to World War II. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Document 1

In this excerpt, Adolf Hitler explains some of his ideas.

One blood demands one Reich. Never will the German nation have the moral right to enter into colonial politics until, at least, it includes its own sons within a single state. . . . Oppressed territories are led back to the bosom of a common Reich, not by flaming protests, but by a mighty sword.

Source: Adolf Hitler, *Mein Kampf*, 1925–26 (adapted)

What did Hitler suggest was needed for Germany? How would that lead to war?

Document 2

Italy attacked Ethiopia in 1935. Haile Selassie, emperor of Ethiopia, asked the League of Nations for help in stopping the invasion. He asked for military sanctions. Here is part of his appeal to the League of Nations.

God and history will remember your judgement. . . . It is us today. It will be you tomorrow.

According to Haile Selassie, who should stop the aggressors?

What would happen if the aggressors were not stopped? _____

(continued)

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Document 3

Hitler promised to tear up the Versailles Treaty. One article of the treaty forbade German troops from entering the Rhineland, a buffer zone between Germany and France. Two headlines and articles from *The New York Times* of March 8, 1936, are excerpted below. They explain this issue from the German and the French points of view.

HITLER SENDS GERMAN TROOPS INTO RHINELAND

Berlin, March 7—Germany today cast off the last shackles fastened upon her by the Treaty of Versailles when Adolf Hitler, as commander-in-chief of the Reich defense forces, sent his new battalions into the Rhineland’s demilitarized zone. . . . “After three years of ceaseless battle,” Hitler concluded, “I look upon this day as marking the close of the struggle for German equality status and with that re-won equality the path is now clear for Germany’s return to European collective cooperation.”

PARIS APPEALS TO LEAGUE

Paris, March 7—France has laid Germany’s latest treaty violation before the Council of the League of Nations. At the same time the French Government made it quite clear that there could be no negotiation with Germany . . . as long as a single German soldier remained in the Rhineland in contravention [violation] of Germany’s signed undertakings [agreements]. . . . What is essential, in the French view, is that the German government must be compelled by diplomatic pressure first, and by stronger pressure if need be, to withdraw from the Rhineland.

Source: *The New York Times*, March 8, 1936 (adapted)

What action did Hitler take in defiance of the Versailles Treaty? How did he explain his action?

What was the reaction in France? How might this have led to war?

(continued)

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Document 4

German aggression continued in 1938. Britain, France, and Italy met with Hitler to discuss his demands for the Sudetenland, a section of Czechoslovakia. This radio broadcast by William Shirer describes what happened at this meeting.

It took the Big Four just five hours and twenty-five minutes here in Munich today to dispel the clouds of war and come to an agreement over the partition of Czechoslovakia. There is to be no European war . . . the price of that peace is . . . the ceding by Czechoslovakia of the Sudeten territory to Herr Hitler's Germany. The German Führer gets what he wanted. . . . His waiting ten short days has saved Europe from a world war . . . most of the peoples of Europe are happy that they won't have to go marching off to war. . . . Probably only the Czechs . . . are not too happy. But there seems very little that they can do about it in face of all the might and power represented here.

Source: William Shirer, CBS broadcast, 1938 (adapted)

What happened at this Munich Conference, according to Shirer? What did he feel was the reaction in Czechoslovakia and in the rest of Europe?

Document 5

This excerpt is from a speech that British Prime Minister Neville Chamberlain gave to Parliament in 1938. In it, Chamberlain explains why he favored a policy of appeasement in dealing with Hitler at Munich.

With a little good will and determination, it is possible to remove grievances and clear away suspicion. . . . We must try to bring these four nations into friendly discussion. If they can settle their differences, we shall save the peace of Europe for a generation.

And, in *The Times* [London]: I shall not give up the hope of a peaceful solution. . . . We sympathize with a small nation faced by a big and powerful neighbor. But we cannot involve the whole British Empire in war simply on her account. If we have to fight, it must be on larger issues than that. . . . I am a man of peace. . . . Yet if I were sure that any nation had made up its mind to dominate the world by fear of its force, I should feel that it must be resisted. . . . But war is a fearful thing.

(continued)

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Why did Chamberlain suggest appeasement? _____

Under what conditions would he fight? _____

Document 6

Winston Churchill disagreed with Chamberlain’s policy of appeasement. In this speech to Parliament in 1938, Churchill warns England about following a policy of appeasement.

I have always held the view that keeping peace depends on holding back the aggressor. After Hitler’s seizure of Austria in March, I appealed to the government. I asked that Britain, together with France and other powers, guarantee the security of Czechoslovakia. If that course had been followed, events would not have fallen into this disastrous state. . . . [I]n time, Czechoslovakia will be swallowed by the Nazi regime. . . . I think of all the opportunities to stop the growth of Nazi power which have been thrown away. The responsibility must rest with those who have control of our political affairs. They neither prevented Germany from rearming, nor did they rearm us in time. They weakened the League of Nations. . . . Thus they left us in the hour of trial without a strong national defense or system of international security.

What strategy did Churchill suggest for keeping peace and stopping the growth of Nazi power?

In his opinion, what opportunities had been lost in the quest for peace? _____

Who was responsible for these lost opportunities? _____

(continued)

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Document 7

This excerpt offers a critical view of the Munich Agreement.

The Munich Agreement was a . . . desperate act of appeasement at the cost of the Czechoslovak state, performed by Chamberlain and French premier, Daladier, in the vain hope that it would satisfy Hitler’s stormy ambition, and thus secure for Europe a peaceful future. We know today that it was unnecessary . . . because the Czech defenses were very strong . . . and because the German generals, conscious of Germany’s relative weakness at that moment, were actually prepared to attempt to remove Hitler . . . had he continued to move toward war.

Source: George F. Kennan, *Russia and the West Under Lenin and Stalin*, Atlantic Little Brown, 1961 (adapted)

What are two reasons Kennan felt the Munich Agreement was unnecessary?

Document 8

In this excerpt, British historian A.J.P. Taylor presents another point of view on appeasement.

Can any sane man suppose . . . that other countries could have intervened by armed force in 1933 to overthrow Hitler when he had come to power by constitutional means and was apparently supported by a large majority of the German people? The Germans put Hitler in power; they were the only ones who could turn him out. Also the “appeasers” feared that the defeat of Germany would be followed by a Russian domination over much of Europe.

Source: A.J.P. Taylor, *The Origins of the Second World War*, Atheneum, 1965 (adapted)

What were two reasons used to explain why appeasement was logical at that time?

(continued)

DBQ 19: WORLD WAR II: THE ROAD TO WAR

Document 9

In this excerpt, the author argues that the discussion about stopping Hitler prior to 1939 was not an issue, for several reasons.

. . . [N]either the people nor the government of [Britain and France] were conditioned to the idea of war. . . . Before September 1, 1939, Hitler had done nothing that any major power considered dangerous enough to warrant precipitating [starting] a major European war. Nor was there any existing coalition that could have opposed Hitler's massive forces. For Britain sought to appease Hitler [and] the French feared a repetition of the bloody sacrifices of 1914–1918. Stalin wanted an agreement with Hitler on partitioning Europe and the United States rejected all responsibility for Europe.

Source: Keith Eubank, *Origins of World War II*, Thomas Y. Crowell Co., 1969 (adapted)

What evidence did this historian give for his belief that Hitler would not have been stopped prior to 1939?

**PART
B**

Why did the world plunge into World War II in 1939? What is the most effective response to aggression—appeasement or collective security?

DBQ 20: THE COLD WAR BEGINS

Historical Context

Between 1945 and 1950, the wartime alliance between the United States and the Soviet Union broke down. The Cold War began. For the next forty years, relations between the two superpowers swung between confrontation and détente. Each tried to increase its worldwide influence and spread its competing economic and political systems. At times during this period, the competitors were at the brink of war.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: How did the Cold War begin, and what "weapons" were used to fight this war?

PART A

The following documents provide information about the Cold War. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 20: THE COLD WAR BEGINS

Document 1

This excerpt is adapted from Winston Churchill’s “Iron Curtain” speech of March 5, 1946.

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . All these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and in some cases increasing measure of control from Moscow.

How was the “iron curtain” a dividing line?

Document 2

This excerpt is adapted from President Truman’s speech to Congress on March 12, 1947.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [domination] by armed minorities or by outside pressures. . . . Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far-reaching to the West. . . . We must take immediate and resolute action. I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400 million. . . . The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died.

What policy did President Truman suggest in this speech? _____

(continued)

DBQ 20: THE COLD WAR BEGINS

Document 3

This excerpt is adapted from a speech by U.S. Secretary of State George Marshall on June 5, 1947. In it, he explained his plan for European recovery.

I need to say that the world situation is very serious. . . . Europe must have a great deal of additional help, or face heavy economic, social, and political damage. This would have a harmful effect on the world at large. There are also possibilities of disturbances because of the desperation of the people concerned. The effect on the economy of the United States should be clear to all. So the United States should do whatever it can to help restore normal economic health to the world. Without this there can be no political stability or peace. Our policy is directed . . . against hunger, poverty, desperation and chaos [disorder]. Its purpose is to revive a working economy in the world.

Why did Secretary of State Marshall suggest this plan for European recovery?

Document 4

This excerpt is adapted from the North Atlantic Treaty. It was signed by the United States, Canada, and ten nations of Western Europe in 1949. It established the North Atlantic Treaty Organization, or NATO.

The parties agree that an armed attack against one or more of them in Europe or in North America shall be considered as an attack against them all. They agree that if such an armed attack occurs, each of them will assist the party or parties so attacked. Each will immediately take whatever action it considers necessary to restore and maintain the security of the North Atlantic area. It will, if necessary, use armed force.

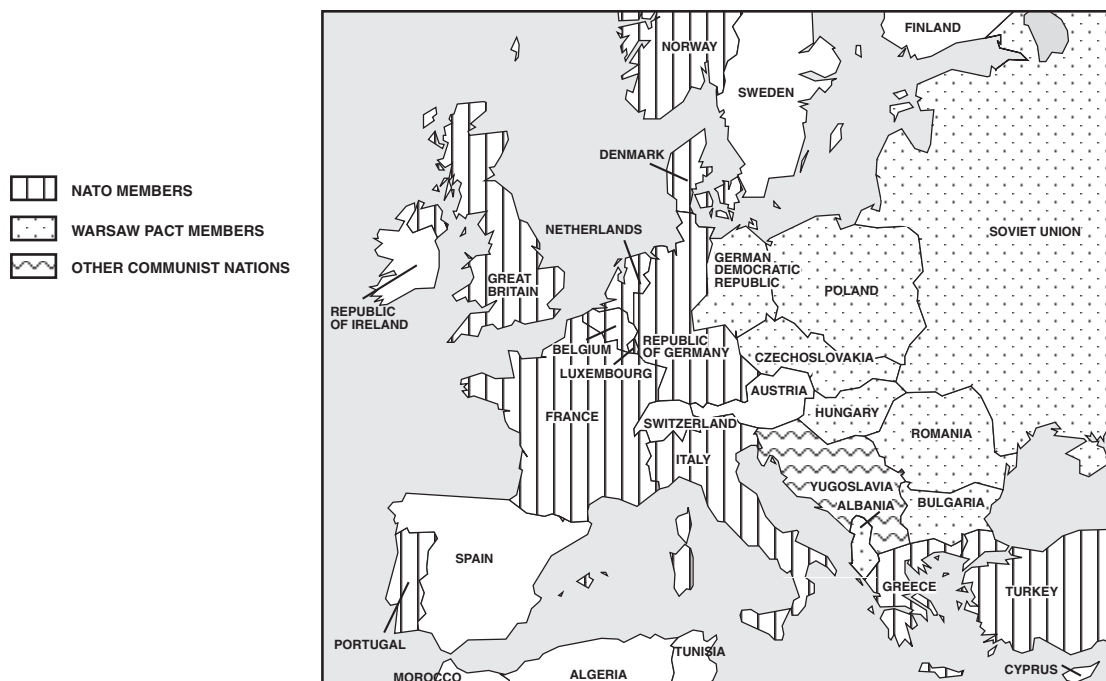
What was the purpose of NATO? _____

(continued)

DBQ 20: THE COLD WAR BEGINS

Document 5

The Soviet Union responded to NATO by creating its alliance, the Warsaw Pact. The map below shows Warsaw Pact and NATO member nations in 1955.



How did the Warsaw Pact “satellite” members provide a buffer for the Soviet Union?

(continued)

DBQ 20: THE COLD WAR BEGINS

Document 6

This excerpt is adapted from a speech by Soviet Premier Nikita Khrushchev in 1956. In it, he explains his point of view about U.S. actions.

The inspirers of the “cold war” began to establish military blocs—the North Atlantic bloc, SEATO, and the Baghdad pact. [They claim] they have united for defense against the “communist threat.” But this is sheer hypocrisy! We know from history that when planning a redivision of the world, the imperialist powers have always lined up military blocs. Today the “anti-communism” slogan is being used as a smoke screen to cover up the claims of one power for world domination. The United States wants, by means of blocs and pacts, to secure a dominant position in the capitalist world. The inspirers of the “position of strength” policy assert that it makes another way impossible because it ensures a “balance of power” in the world. [They] offer the arms race as their main recipe for the preservation of peace! It is perfectly obvious that when nations compete to increase their military might, the danger of war becomes greater, not lesser. Capitalism will find its grave in another world war, should it unleash it.

What was Khrushchev’s view of U.S. actions? According to Khrushchev, what would happen?

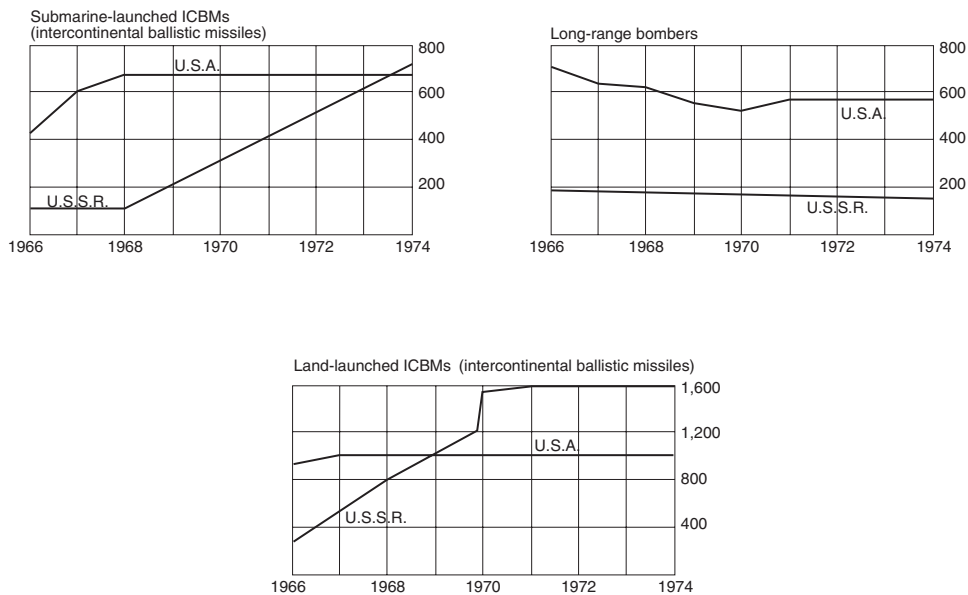
Document 7

The arms race was an important part of the Cold War. Both superpowers developed technology and used their nuclear power to build as many weapons as possible. This nuclear buildup led to a “balance of terror,” which some saw as a deterrent to war. But others feared the use of these weapons. The charts on the next page show the buildup of ICBMs and long-range bombers between 1966 and 1974.

(continued)

DBQ 20: THE COLD WAR BEGINS

ICBMs and Long-Range Bombers, 1966-1974



What impact did this arms race have on the world? _____

Document 8

The threat of nuclear war was obvious during the Cuban missile crisis of 1962. This excerpt is adapted from President John F. Kennedy’s televised speech to the American people on October 22, 1962. It explains the position of the United States.

We have unmistakable evidence that a series of offensive missile sites is now being built on that island. . . . Cuba has been made into an important strategic base by the presence of these long-range offensive weapons of sudden mass destruction. This is an open threat to the peace and security of all the Americas. Our objective must be to prevent the use of these missiles against this or any other country. We must secure their withdrawal from the Western Hemisphere. . . . I call upon Chairman Khrushchev to halt and eliminate this secret and reckless threat to world peace.

(continued)

DBQ 20: THE COLD WAR BEGINS

What was the basis for President Kennedy’s demand that the missiles be removed from Cuba?

Document 9

Kennedy ordered a quarantine of all offensive military equipment being sent into Cuba. Soviet Premier Khrushchev responded with this message.

Mr. President, . . . the Soviet Government decided to render assistance to Cuba with the means of defense against aggression—only with means for defense purposes. . . . We have supplied them to prevent an attack on Cuba.

I regard with respect and trust the statement you made in your message of October 27, 1962, that there would be no attack, no invasion of Cuba, and not only on the part of the United States, but also on the part of other nations in the Western Hemisphere. . . .

It is for this reason that we instructed our officers . . . to take appropriate measures to discontinue construction of the aforementioned facilities, to dismantle them, and to return them to the Soviet Union.

How did Premier Khrushchev explain why missiles were placed in Cuba and why they could now be removed?

**PART
B**

How did the Cold War begin, and what “weapons” were used to fight this war?

DBQ 21: DECOLONIZATION AND REVOLUTION 1945-1975

Historical Context

After World War II, major independence movements emerged. Revolutions also occurred. Their shared goal was to change the leadership of countries such as India, Vietnam, Cuba, China, and Ghana. Demands for independence swept the colonies of Africa. At the same time, revolutions transformed Cuba and China. Strong leaders shaped these movements for independence and change.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: What were the methods and roles of leaders and organizations in the movement for independence and change in the period between 1945 and 1975? Evaluate these methods and roles.

PART A

The following documents provide information about the revolutions and independence movements that swept the world after World War II. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

(continued)

DBQ 21: DECOLONIZATION AND REVOLUTION 1945-1975

Document 1

This excerpt is adapted from the “Declaration Against Colonialism,” which was adopted by the United Nations in 1960.

The General Assembly,

Mindful of the determination proclaimed by the peoples of the world in the Charter of the United Nations to reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . . , Solemnly proclaims the necessity of bringing to a speedy and unconditional end colonialism in all its forms . . . And to this end Declares that:

1. The subjection of peoples to alien subjugation, domination and exploitation . . . is contrary to the Charter of the United Nations and is an impediment to the promotion of world peace and co-operation.
2. All peoples have the right to self-determination; by virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

What was the main idea of this U.N. declaration? _____

Document 2

The following is an excerpt adapted from the Vietnamese Declaration of Independence, written by Ho Chi Minh in 1945.

The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country.

What course of action did Ho Chi Minh recommend to the Vietnamese people?

(continued)

DBQ 21: DECOLONIZATION AND REVOLUTION 1945-1975

Document 3

This excerpt was written by Mahatma Gandhi. In this adaptation, he describes his method for fighting for the independence of India.

Passive [nonviolent] resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. . . . If I do not obey the law and accept the penalty for its breach [breaking], I use soul-force. It involves sacrifice of self.

Gandhi led the Salt March of 1930, in which he used passive resistance. In describing this protest, Gandhi said the following:

If the awakening of the people in the country is true and real, the salt law is as good as abolished. [He then raised a lump of salt.] With this, I am shaking the foundations of the British Empire.

What method of working toward independence did Gandhi recommend to the Indian people?

What was Gandhi's goal? _____

(continued)

**DBQ 21: DECOLONIZATION AND REVOLUTION
1945-1975**

Document 4

These are the words of Nelson Mandela in 1994. He fought tirelessly for the end of apartheid in South Africa.

During my lifetime I have dedicated myself to the struggle of the African People. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die.

What change did Mandela recommend for South Africa? Why? _____

Document 5

Kwame Nkrumah was the leader in the fight for Ghana’s independence. He described the movement with these words in 1965.

Independence for the Gold Coast [Ghana] was my aim. It was a colony, and I have always regarded colonialism as the policy by which a foreign power binds territories to herself by political ties, with the primary object of promoting her own economic advantage.

... Thus we have witnessed the greatest awakening ever seen on this earth of suppressed and exploited peoples against the powers that have kept them in subjection. This, without a doubt, is the most significant happening of the twentieth century.

What was the “most significant happening of the twentieth century,” according to Nkrumah?

(continued)

DBQ 21: DECOLONIZATION AND REVOLUTION 1945-1975

Why was he opposed to colonialism? _____

Document 6

Jomo Kenyatta was the leader of the fight for independence for Kenya. He became Kenya's first president. In 1964, he said the following about this fight.

The land is ours. When Europeans came, they kept us back and took our land. The freedom tree can only grow when you pour blood on it.

Why did Kenyatta call for independence? _____

Document 7

This excerpt is adapted from a speech given by Mao Zedong in 1945.

Our aim . . . is to build up the confidence of the whole [Communist] Party and the entire people in the certain triumph of the revolution. . . . We must . . . raise the political consciousness of the entire people so that they may willingly and gladly fight together with us for victory. We should fire the whole people with the conviction that China belongs not to the reactionaries but to the Chinese people. . . . We firmly believe that, led by the Chinese Communist Party . . . the Chinese people will achieve complete victory.

What was Mao Zedong attempting to do in this speech? _____

What method of change did Mao recommend? _____

(continued)

DBQ 21: DECOLONIZATION AND REVOLUTION 1945-1975

Document 8

This excerpt is adapted from a speech Fidel Castro gave in his defense at a trial in 1953. In this speech, Castro rallied the support of the Cuban people to fight against the dictator.

When we speak of struggle, the people means the vast unredeemed masses, to whom all make promises and whom all deceive; we mean the people who yearn for a better, more dignified and more just nation . . . people who, to attain these changes, are ready to give even the very last breath of their lives—when they believe in something or in someone. . . .

These are the people, the ones who know misfortune and, therefore, are capable of fighting with limitless courage! To the people whose desperate roads through life have been paved with the bricks of betrayal we . . . say . . . Here you have it, fight for it with all your might so that liberty and happiness may be yours.

Which “people” did Fidel Castro feel were the basis of the Cuban Revolution?

**PART
B**

What were the methods and roles of leaders and organizations in the movement for independence and change in the period between 1945 and 1975? Evaluate these methods and roles.

DBQ 22: TWENTIETH-CENTURY CHINA

Historical Context

Two men shaped China during the second half of the twentieth century. Mao Zedong led his followers to victory in the Chinese Revolution in 1949. He then set up the People's Republic of China and introduced his brand of communism to the nation. After Mao's death in 1976, Deng Xiaoping emerged as the leader. He introduced his own program, the Four Modernizations, and started China's "Second Revolution."

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of each document and the author's point of view. Be sure to do each of the following steps:

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions that follow each document before moving on to the next document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the document-based question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Which man should be most honored in modern Chinese history, Mao Zedong or Deng Xiaoping? To answer this question, take the following steps:

- Describe the social, economic, and political goals and policies of both Mao Zedong and Deng Xiaoping.
- Evaluate the impact each man had on China.
- Take a position in answer to the question, for a debate or a seminar. Explain your rationale.

(continued)

DBQ 22: TWENTIETH-CENTURY CHINA

**PART
A**

The following documents provide information about China under the leadership of Mao Zedong and Deng Xiaoping. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

Document 1

The following quotations are adapted from Mao Zedong's *Little Red Book* (1964).

A revolution is not a dinner party, or painting a picture; it cannot be leisurely, gentle, kind, courteous, and restrained. A revolution is an act of violence by which one class overthrows another.

Political power grows out of the barrel of a gun.

Just because we have won a victory, we must never relax our vigilance [watchfulness] against the mad plots for revenge by the imperialists.

According to these quotations from Mao Zedong, what were his goals and methods?

Document 2

In this excerpt, Nien Cheng describes the experience of a friend during the Great Leap Forward.

When Li Zhen [a Chinese teacher and friend of the author] returned to Shanghai, the city was suffering from a severe food shortage as a result of the catastrophic economic failure of the Great Leap Forward Campaign launched by Mao Zedong in 1958. Long lines of people were forming at dawn at Shanghai police stations, waiting to apply for exit permits to leave the country. This was such an embarrassment for the Shanghai authorities that they viewed Li Zhen's return from affluent Hong Kong to starving Shanghai as an opportunity for propaganda.

Source: Nien Cheng, *Life and Death In Shanghai*, Grove Press, 1987 (adapted)

What was the effect of the Great Leap Forward on the people? _____

(continued)

DBQ 22: TWENTIETH-CENTURY CHINA

Document 3

This excerpt from Nien Cheng describes the beginning of Mao's Cultural Revolution.

Next day, I read in the newspaper that on August 18 Mao Zedong had reviewed the first contingent of the Red Guards in Beijing. . . . His special message to the Red Guards was to carry the torch of the Cultural Revolution to the far corners of China and to pursue the purpose of the Revolution to the very end. Young people all over China received the message from the man they had been brought up to worship as a call to arms. At the early stage of the Cultural Revolution the declared target was still only the "capitalist class," and it was there that the Red Guards focused their attack.

Source: Nien Cheng, *Life and Death In Shanghai*, Grove Press, 1987 (adapted)

How did the Red Guards view Mao? _____

What was Mao's message to the Red Guards? _____

Who was the target of the Cultural Revolution in the beginning? _____

Document 4

This adapted excerpt describes the Cultural Revolution in China.

The Cultural Revolution began with a power struggle. Mao's leadership had been challenged by the Communist Party Congress; in May 1966 he struck back. He attacked moderates for lacking zeal, then targeted his rivals in the leadership. He called on millions of patriotic youths to form the Red Guards to "bombard the headquarters" of government and dislodge his opponents. What followed was a reign of terror. Marauding Red Guards hunted down "class enemies," smashed Buddhist temples and other so-called symbols of feudalism and effectively paralyzed China's government. The country sank close to civil war and worse.

Source: George Wehrfrite, "The Swing Pendulum," *Newsweek*, March 6, 1996

What were Mao's goals during the Cultural Revolution? _____

(continued)

DBQ 22: TWENTIETH-CENTURY CHINA

What was the impact of the Cultural Revolution on China? _____

Document 5

This excerpt offers one view of Mao.

Mao was a TOTAL revolutionary. He didn't want to make peace with the system of feudalism and imperialism responsible for the suffering of the people. . . . Mao was a real communist: He fought for a world without classes and without oppressors. . . . He led the masses to wage armed struggle, to overthrow the system, and put the common people in charge of society. . . . Mao led the Great Proletarian Cultural Revolution which spread this truth to every corner of the world: It is right to rebel against reaction! . . . With Mao's leadership, people at the bottom in China became conscious revolutionizers of society. All kinds of new things were accomplished—things impossible under capitalism. In factories, hospitals, schools, farms, and in the arts—the masses developed new socialist ways of doing things and relating to each other. Never before in history did the masses of working people have so much power to change the world.

Source: "Mao Tse-tung: The Greatest Revolutionary of Our Time," Revolutionary Worker Online, <http://rwor.org/a/china/mao.htm> (adapted)

According to this selection, how should Mao be viewed in history? Why?

(continued)

DBQ 22: TWENTIETH-CENTURY CHINA

Document 6

This cartoon compares Mao and Deng.



Source: Brian Duffy, *The Des Moines Register*, 1985

According to the cartoon, how did the policies of Mao and Deng differ?

(continued)

DBQ 22: TWENTIETH-CENTURY CHINA

Document 7

These quotations are attributed to Chinese Communist leader, Deng Xiaoping.

It doesn't matter whether the cat is black or white, so long as it catches mice.
 To get rich is glorious.
 If you open the window, some flies naturally get in.

According to these quotations, what was Deng's economic policy? _____

Document 8

This excerpt describing China's booming coastal provinces and economically depressed rural areas provides insight into the impact of both Mao and Deng on China.

The party (Mao's Communist) offered an ideology open to all citizens. Yet the regime's own blunders have only deepened China's underlying fissures. The fanaticism of the Cultural Revolution (1966–1976) alienated ethnic minorities. The government misallocated resources to capital-intensive heavy industries and neglected agriculture. . . . State planning restricted the free flow of labor and capital, either across regions or from the countryside to cities. These policies kept people poor and doubled regional income disparities from 1952 to 1978.

At first the reforms introduced by Deng Xiaoping reversed this trend. With market forces, not the government, channeling people and money, income disparities fell by 20% between 1979 and 1991. But Deng himself undermined this process with his famous call to "let some get rich first." In practice, this meant giving priority to the coast Private enterprise was encouraged. Foreign investors arrived en masse, pouring more than \$300 billion into China in the 1990s. Within a decade the entire eastern seaboard had been transformed. At the same time, industrial decay spread throughout the northeast as Beijing dragged its heels on reforming state-owned enterprises. Progress in large agrarian provinces stalled as farmers could squeeze no more out of their land . . . By 1999, regional inequalities had returned to 1978 levels.

Source: Minxin Pei, *Newsweek International*, October 28, 2002 (adapted)

(continued)

Name _____

Date _____

DBQ 22: TWENTIETH-CENTURY CHINA

According to paragraph 1, what was Mao's impact on China? _____

According to paragraph 2, how did Deng benefit and hurt China? _____

**PART
B**

Which man should be most honored in modern Chinese history, Mao Zedong or Deng Xiaoping? To answer this question, take the following steps:

- Describe the social, economic, and political goals and policies of both Mao Zedong and Deng Xiaoping.
- Evaluate the impact each man had on China.
- Take a position in answer to the question, for a debate or a seminar. Explain your rationale.

DBQ 23: HUMAN RIGHTS

Question: How have the human rights of three specific groups of people around the world been violated? What actions have been taken to stop each of these abuses? How effective have these actions been?

**PART
A**

The following documents address various human rights abuses. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

Document 1

This excerpt describes the violation of human rights in Cambodia.

From the middle of 1975 to the end of 1978, between one million and three million Cambodians, out of a population of about seven million, died at the hands of Pol Pot's Khmer Rouge. Former government employees, army personnel, and "intellectuals" were executed in the hundreds of thousands. Others were killed by disease, exhaustion, and malnutrition during forced urban evacuations, migrations, and compulsory labor. Families were broken apart and communal living established; men and women were compelled to marry partners selected by the state. Education and religious practices were proscribed [forbidden].

Source: David Hawk, *The New Republic*, "The Killing of Cambodia," 1982 (adapted)

What human rights were violated during the Cambodian genocide?

(continued)

DBQ 23: HUMAN RIGHTS

Document 2

This excerpt is from an interview with Cambodian Holocaust survivor, Dith Pran.

MR. PRAN: And my mission as a survivor. I must do something to tell the world what happened to the two millions of Cambodian people that got killed during the Khmer Rouge.

WILLIAMS: There's a new project, a book designed so people will never forget the genocide in Cambodia in the mid-1970s. It's the work of Dith Pran. . . . It was 1975 when Pol Pot's Khmer Rouge swept into Cambodia and launched a ruthless, genocidal campaign that eventually claimed an estimated two million lives. The story of one Cambodian inspired the movie *The Killing Fields* based on the life of Dith Pran. . . . Now Dith Pran, who's working in New York as a photographer for the *New York Times*, wants to make sure people never forget the genocide in Cambodia. He has compiled a collection of personal essays by survivors of the killing fields . . . that has become a book called *Children of Cambodia's Killing Fields*. The royalties from the book go to the Dith Pran Holocaust Awareness Project teaches American high school students about what happened in Cambodia.

Source: Brian Williams, MSNBC interview with Dith Pran, 1998 (adapted)

How did Dith Pran hope to help end genocide? _____

Document 3

This is the text from a sign from South Africa.

FOR USE BY WHITE PERSONS

**THESE PUBLIC PREMISES AND THE AMENITIES
THEREOF HAVE BEEN RESERVED FOR THE
EXCLUSIVE USE OF WHITE PERSONS.**

By Order Provincial Secretary

(continued)

DBQ 23: HUMAN RIGHTS

How did this sign violate human rights in South Africa? _____

Document 4

Below is a time line of apartheid-related events in South Africa.

<p>1964—Anti-apartheid leader Nelson Mandela is sentenced to life in jail.</p> <p>1973—United Nations General Assembly declares apartheid a crime against humanity.</p> <p>1977—U.N. Security Council embargoes arms exports to South Africa.</p> <p>1983—New constitution gives limited political rights to colored and Asian minorities.</p> <p>1986—United States imposes broad economic sanctions.</p> <p>1990—Mandela is released from prison. Legal end of segregation in public places.</p> <p>1992–93—Apartheid is dismantled; black majority is enfranchised.</p> <p>1994—First all-races election is held.</p>

According to this time line, what actions were taken to end apartheid? List three.

(continued)

DBQ 23: HUMAN RIGHTS

Document 5

Below is a simulated newspaper headline from June 1989 in Beijing.

Chinese Army Crushes Pro-Democracy Protesters Assembled in Tiananmen Square

According to this newspaper headline, what human right abuses occurred at Tiananmen Square?

Document 6

This excerpt is adapted from a Human Rights Watch report on the Taliban.

(New York, November 1, 1998)—An August massacre of civilians by Taliban troops in Mazar-i Sharif is one of the worst atrocities of Afghanistan’s long civil war, Human Rights Watch said in a new report released today. . . . According to eyewitnesses quoted in the report, Taliban troops taking control of Mazar-i-Sharif sought out and executed members of the Hazara ethnic group, who are Sh’ia Muslims. The Taliban are believers in a strict version of Sunni Islam.

“In a very brutal war, this is a particularly brutal episode,” said Patricia Gossman, senior researcher of Human Rights Watch’s Asia Division. “We are talking about the systematic execution of perhaps 2,000 civilians, in large part because of their ethnic and religious identity.”

Source: Human Rights Watch, “Survivors Describe Taliban—Human Rights Watch urges U.N. Investigation of Massacre,” <http://hrw.org/english/docs/1998/11/01/afghan1424.htm>, 1998 (adapted)

According to Human Rights Watch, what group’s human rights were violated by the Taliban government in Afghanistan, and why?

(continued)

DBQ 23: HUMAN RIGHTS

Document 7

The following excerpt includes a description of the war in Afghanistan.

In October 2001, the United States began bombing Taliban air defenses, airfields, and command centers. . . . In December, the Taliban were driven from power, but the fight to destroy al-Qaeda continued. Meanwhile, the United Nations worked with . . . Afghan groups to establish an interim government to replace the Taliban.

Source: Roger B. Bech, *World History: Patterns of Interaction*, McDougal Littell, 2002 (adapted)

What actions were taken against the Taliban, and by whom? _____

Document 8

This excerpt is adapted from the Statute of Amnesty International.

Vision and Mission

Amnesty International's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. . . .

Methods

. . . Amnesty International seeks to disclose human rights abuses accurately, quickly, and persistently. It systematically and impartially researches the facts of individual cases. . . . These findings are publicized, and members . . . mobilize public pressure on governments and others to stop the abuses.

What does Amnesty International do to stop human rights abuses?

PART B

How have the human rights of three specific groups of people around the world been violated? What actions have been taken to stop each of these abuses? How effective have these actions been?

DBQ 23: TEACHER PAGE

Document 7

The United States bombed Taliban installations and drove the Taliban out of power. The United Nations and Afghans set up a new government that replaced the Taliban.

Document 8

Amnesty International tries to stop human rights violations by disclosing, researching, and publicizing specific violations. Members then mobilize public pressure to stop the abuses.

Additional Information Beyond the Documents

These documents provide students with only fragments of evidence. Essays should include relevant information beyond the documents—information that students have learned from their classroom study, outside reading and viewing, and other learning experiences. The following list suggests some of that information.

- United Nations Declaration of Human Rights
- Pol Pot and the Cambodian genocide
- Apartheid in South Africa and the work of Nelson Mandela and others to end it
- Taliban in Afghanistan
- Tiananmen Square and the Chinese government's handling of the protest
- Amnesty International

