DOCUMENTS
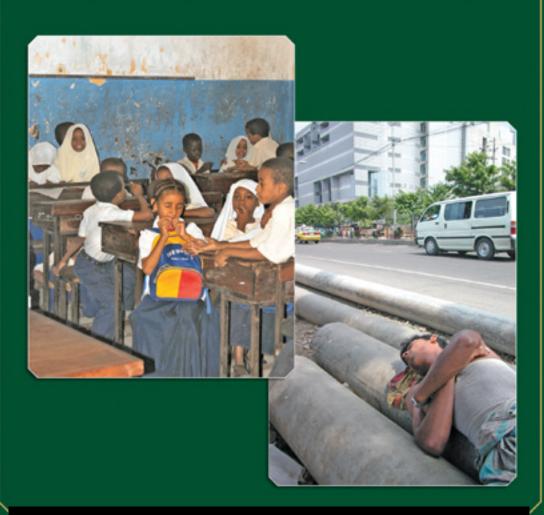### Interpreting Alternative Viewpoints in Primary Source Documents

Decolonization
Dream and Reality

Colonial empires ended swiftly after 1945, but true independence proved far harder to achieve. Why?

Debating the
DOCUMENTS

**Interpreting Alternative Viewpoints
in Primary Source Documents**

Decolonization
Dream and Reality

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

1. **Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)

2. **Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)

3. **State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)

4. **Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)

5. **Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Themes:

3 State-building, expansion, and conflict.

5 Development and transformation of social structures.

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Contents

Teacher Introduction

⭐ Using Primary Sources

Primary sources are called "primary" because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their "secondary" accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.

"Multiple, conflicting perspectives are among the truths of history. No single objective or universal account could ever put an end to this endless creative dialogue within and between the past and the present."

From the 2011 Statement on Standards of Professional Conduct of the Council of the American Historical Association.

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★ *The* Debating the Documents *Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.

- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way*. (The sources are not always exact opposites, but they do always differ in some obvious way.)

- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.

- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. **Have students read "Suggestions for the Student" and the Introductory Essay.**

   Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. **Have students do the worksheets.**

   Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

   NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. "Debate the documents" as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source's point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

> **The DBQ for this Booklet (see page 20):**
>
> Decolonization turned out to be far more difficult than many leaders of the anticolonial independence movements expected. Based on these sources, why do you think that was so?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay's thesis.
- Pay attention to the overall organization of your essay.

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⭐ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in "laundry list" style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ Using Primary Sources

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called "primary" because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ How to Use This Booklet

1. **Read the one-page introductory essay.**

   This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.

2. **Study the primary source documents for this lesson.**

   For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image's "content" (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image's meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source's author, that author's reasons for writing, and the likely audience for the source. These considerations give you clues as to the source's historical value.

3. **Use the worksheets to analyze each group of primary source documents.**

   For each group of sources, you get three worksheets. Use the "Study the Document" worksheets to take notes on each source. Use the "Comparing the Documents" worksheet to decide which of the sources would be most useful to a historian.

4. **As a class, debate the documents.**

   Use your worksheet notes to help you take part in this debate.

5. **Do the final DBQ.**

   "DBQ" means "document-based question." A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Decolonization: Dream and Reality

In 1900, a map of the world with Great Britain in orange, France in purple, and Russia in green would have also displayed those colors across vast stretches of the world. The colors for Portugal, Germany, the Netherlands, Italy, Spain, Japan, and the United States would also have appeared in other spots around the globe. These were the imperial nations, those that controlled colonial territories beyond their borders (although Russia's many non-Russian lands were within its borders.)

On such a map, this age of empires appeared magnificent and seemed permanent.

Yet discontent among the colonized had always existed. By 1900, for example, the Indian National Congress was already agitating peacefully for India's independence from Great Britain. Violent clashes were also common within India, in many places in Africa, and in other colonized lands as well. Yet the superior military, technological, and economic power of the colonizers seemed unstoppable.

By 1945, however, the imperial powers had fought two horribly destructive world wars and endured the greatest economic crisis of the modern era. Their aura of unbeatable strength and of moral authority vanished. As these imperial powers lost confidence in their right and ability to rule other people, bold independence struggles arose in many colonial lands. In some cases, these took the form of violent guerrilla wars, as in Vietnam or Algeria. Yet in most cases, the transfer of power was peaceful, carried out in local parliaments and via negotiations between political parties and the colonial authorities. In historical terms, the colonial systems disintegrated rapidly. By the early 1970s, they had nearly all gone.

As decolonization proceeded, the former colonies proclaimed a new order of independence, freedom, and development. Such hopes are summed up well in a 1944 photo of India's Muslim League president Muhammed Ali Jinnah with his arms around Mohandas Gandhi (see Visual Source Document 1). Gandhi, of course, had inspired millions around the globe with his philosophy of nonviolent resistance. In 1944, he could still dream of a united, harmonious India of Hindus, Muslims, and many others. Jinnah, however, decided that Muslims must have a nation of their own or be forever subordinate to India's Hindus. As a result, two nations emerged in 1947: India and Pakistan. As they separated, hundreds of thousands died in Hindu-Muslim violence that made Gandhi despair. In 1948, a Hindu fanatic assassinated Gandhi for trying to cooperate with the new Muslim state of Pakistan.

Complicating things for the newly independent nations was the Cold War rivalry between the pro–free market, capitalist Western powers and the communist and socialist systems of the Soviet Union and its allies. Former colonies were pulled both by the political rivalry itself and by the appeal of the two social and economic systems involved. In addition, long-suppressed ethnic and tribal loyalties in many colonies reappeared. Many groups refused to accept the ways of their newly independent nation-states or the elites ruling them. They longed for a return to a long-vanished past or sought new forms of state and society not tainted by the colonial legacy.

Establishing democratic systems based on the rule of law and with real protections of individual rights has not been easy. Military dictatorship or one-party rule has been all too common. Some see the problem as "neocolonialism"—the continuing corporate, political, and military influence of former colonial powers. Others see the problems as internal, with starkly differing traditional and ultra-modern ways of life clashing and producing huge income gaps and bewildering cultural tensions.
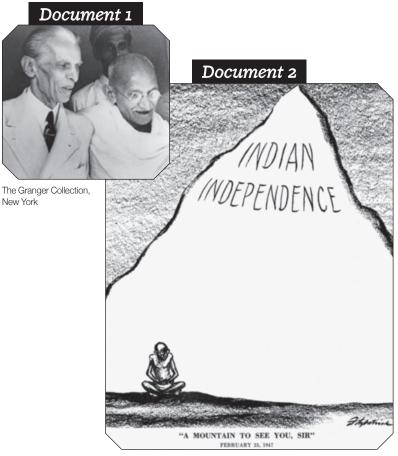
As a result, the reality of decolonization has been very different and much more complicated than the dreams many had for it. The sources here will help you better understand why.
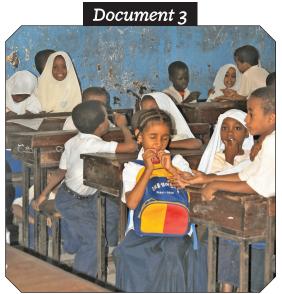
Decolonization Time Line

1899–1901 — The Boxer Rebellion erupts in China as anger at European-imposed "spheres of influence" boils over.

1911 — A Chinese revolution ends the Qing Dynasty. The era of the Chinese Republic will last until 1949.

1914–1919 — World War I tears Europe apart. In 1919, the Ottoman Empire is divided up into League of Nations "mandates" to be supervised by Western powers. The Treaty of Versailles voices the principle of national self-determination.

1917 — The Bolshevik Revolution results in the creation of the Soviet Union, the world's first communist state.

1919 — British Indian Army soldiers open fire on an unarmed gathering of men, women, and children, killing 379. A storm of outrage in India fuels its independence drive and provides support for Mohandas Gandhi's non-cooperation movement against the British in 1920.

1933 — In the midst of the worldwide depression, chaotic conditions in Germany lead to the triumph of the Nazis and Hitler's assumption of power.

1939–1945 — World War II results in massive disruption of the world order. Japanese and Nazi imperialism and the Holocaust undermine faith in any sort of imperialism.

1944 — The Bretton Woods conference establishes the World Bank and the International Monetary Fund to aid developing nations and stabilize the world financial system.

1945 — The United Nations is founded. The same year, the long Indochina war begins as forces under Ho Chi Minh seek independence from France. France will give up the fight in 1954, after which it becomes a struggle between Ho's Communists in North Vietnam and a South Vietnam backed by the U.S.

1947 — British India is partitioned into two independent states, India and Pakistan.

1948 — The UN passes its *Universal Declaration of Human Rights.*

1949 — Mao Zedong leads the Communists to victory in China. Indonesia becomes independent of the Netherlands.

1954–1962 — A bitter war for Algerian independence is fought.

1954–1969 — A total of 54 former colonies gain independence.

1955 — The Bandung Conference of nonaligned states meets in Indonesia.

1975 — The Portuguese colonies in Africa and Asia become independent. North Vietnam conquers South Vietnam, ending the war there.

1976 — Mao Zedong dies. China's economic liberalization soon begins.

1991 — The Soviet Union collapses after having lost control over the Eastern European communist regimes it had imposed there.

DOCUMENTS 1–3

Visual Primary Source Documents 1–3

Document 1

The Granger Collection,
New York

Document 2

"A MOUNTAIN TO SEE YOU, SIR"
FEBRUARY 23, 1947

The Granger Collection, New York

Document 3

Albo, Shutterstock Inc.

Information on Documents 1–3

Document 1 shows Muhammed Ali Jinnah, the leader of the All India Muslim League, with Mohandas Gandhi in Bombay, India, September 9, 1944. Jinnah and other Muslim leaders worked with Gandhi and the Indian National Congress during the independence struggle. However, Jinnah and the Muslim League differed with Gandhi's desire for a unified nation of Hindus, Muslims, and others. Instead, independence resulted in the partition of British India into two nations, India and the Muslim nation of Pakistan.

Document 2. "A mountain to see you, sir," is the caption for this 1947 U.S. cartoon by D.R. Fitzpatrick. It comments on the success of Gandhi's campaign of non-cooperation with the British government in India to secure the country's independence.

Document 3. Children at school in Stone Town, Zanzibar, Tanzania. The area was a German colony until 1919. It was then administered by the British until it became independent in 1961 as Tanganyika. In 1964, it merged with Zanzibar to become Tanzania.