

AP European
History

DBQ Practice

*AP-Style Document-Based Questions
Designed to Help Students Prepare for the
Advanced Placement European History Examination*



Social Studies School Service
www.socialstudies.com

DBQ Practice

*AP-Style Document-Based Questions Designed to Help
Students Prepare for the European History Examination*

William Williams, Editor
Dr. Aaron Willis, Project Coordinator
Jonathan English, Editorial Assistant

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
<http://socialstudies.com>
access@socialstudies.com
(800) 421-4246

All the Web addresses in this book can be found on our Web site:

<http://www.socialstudies.com/dbqlinks.html>

Updated 2010.

©2010 Social Studies School Service

10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

Permission is granted to reproduce individual worksheets for classroom use only.
Printed in the United States of America

ISBN: 978-1-56004-146-7

Product Code: ZP263

TABLE OF CONTENTS

Document-Based Questions:

| | |
|--|----|
| Introduction: Monty Armstrong | v |
| 1. Role of Science and Empiricism in 19th Century Europe | 1 |
| by Aimee Dowl | |
| 2. 19th and 20th Century Socialism | 11 |
| by Aimee Dowl | |
| 3. Literacy and Education: 16th to 19th Century | 19 |
| by Aimee Dowl | |
| 4. Middle Ages | 27 |
| by Lorraine Lapinskie-Huvane | |
| 5. Imperialism | 39 |
| by W. Williams | |
| 6. French Revolution | 49 |
| by W. Williams | |
| 7. Role of Treaties and Alliances in World War I | 57 |
| by W. Williams | |
| 8. Industrial Revolution in Great Britain | 67 |
| by W. Williams | |
| 9. The Reformation | 77 |
| by Daniel Park and Julie Kim | |

Introduction: The Document-Based Question
By Monty Armstrong

The one thing that is integral to Advanced Placement tests in history and that students and teachers new to Advanced Placement see as the most troublesome is the Document-Based Question (hereafter known as the DBQ). As scary as the DBQ seems to be, it is something that can be dealt with if the right steps are taken. This booklet is designed to help you and your students with the DBQ and to give you some of those steps.

Before we get started with what TO focus on, there are some things that you do NOT have to focus on. What I am going to say now is going to make the English teachers crazy but you do not have to worry too much about grammar, spelling, syntax, and handwriting. In your classroom you may have the students work on those items, but the general rule is that if we as readers can understand what the student is saying, that is all we need.

An insider hint:

You will not want to tell your students this but we will sometimes have 4 or 5 people work on an essay to decipher the handwriting before we give up.

Now let's talk about what you DO need to focus on.

1) Practicing the DBQ.

That is where this book becomes a valuable asset. Creating DBQs is not easy and if someone else will do it for you, great! If you are new to AP you are discovering that there is more than enough to do without having to worry about creating DBQs.

2) Follow the Core Scoring Guide found in the Acorn Book (the course outline).

Don't forget that there is a specific scoring method used for the essay portion of the test. The Core Scoring Guide, found in the course outline, will tell you the basics of what you need to know, and this guide will help with the rest. If you do not have a course outline, you can order one from College Board or download it from the College Board web site. <http://apcentral.collegeboard.com/courses/descriptions/1.,151-162-0-8879,00.html>—Down at the bottom of the page where is says AP European History Course Description).

3) Practice some more!

Especially if you are working with students who have not had an AP history class before, practice becomes essential. Even if you are not working with a DBQ, you can have your students address Point of View (If you are uncertain about PoV, see below), which is always a problem for first-time students, by having them discuss the primary source materials in their text or the handouts you use. The more they understand that documents represent someone's bias or opinion, the better they will do on the essay.

Let's go back to #1 and the idea of practicing the DBQ. One of the first questions is, "Well, when should I start practicing?" The answer is, "ASAP!" One of the good things about the AP European DBQ is that the students do not need to bring in any outside information to achieve a 9. Your students do not have to have any knowledge of a particular period to do well on the DBQ. With so many different texts in use, there is an effort made to make scoring a 9 on the DBQ possible for every student regardless of the text they are using. That is why the DBQ is very often material that is not in ANY text, thus leveling the field for all students. This means that you can give any DBQ at any time. Your first practices can follow any pattern but your later practices should follow the test: 10 minutes to read and 40 minutes to write.

When going over the DBQ with your students there are some areas on which you should focus.

1) The thesis statement.

At the reading one comment that is made repeatedly has to do with the thesis. This may sound simple, but many students have a hard time with this. If you look at the Core Scoring Guides for all of the essays, you will find the first item is the thesis. And remember that students cannot get the additional points in the expanded core without a decent thesis statement for any of the essays. The DBQ thesis needs to do 3 things:

- A) It must be explicit. No subtlety here, the thesis should be in-your-face.
- B) It **must** be based on the documents. I have read some great thesis statements that were worth nothing because they did not address with the documents.
- C) It must deal with all parts of the question. If the question asks about compare and contrast, then the thesis needs to address both those issues.

2) Make sure they use all the documents.

If you look at the Core Scoring Guides for the DBQ you will see that the general requirement is the student "uses a majority of the documents." If there are 12 documents, the student needs use 7 to get the point for document use. The problem is that the students may lose track of how many they use. The easiest way around this is to teach the students to use all the documents. Then, if they miss one or two, they are still well over the majority. Also teach the students to check off the documents in their question booklet. It is always a good idea to give them at least one DBQ where they can write on the documents, since that will be the only planning space they have during the test.

An insider hint:

Tell your students, contrary to popular wisdom, to think **INSIDE** the box. The last thing they should do is refer to the documents by just the number.

3) Point of View

This is perhaps the most difficult item for many students. It can be brought down to some very simple questions.

- 1) Why would this person say this?
- 2) How reliable is this document?
- 3) What makes this document different from other kinds of documents?
- 4) What is the tone or the intent of this document?

Point of view can be practiced all the time and needs to be. Along with the thesis statement PoV is one of the major problems in DBQs. Again, use the documents in your text, your handouts; anything will help as long as it starts the students thinking about why documents should not be taken at face value. When writing the DBQ the students need to be sure that they focus on PoV for at least 3 of the documents.

An insider hint:

The first time they mention any document, have them comment on PoV. “John Smith would have said this because he was a member of the upper class.” “This document may not be reliable because it was written by some one who was in another country at the time of the incident.” The point for PoV is given on the basis of how many documents the students work with, and if they hit all the documents, they will be safe.

The other 3 items of the Basic Core, support for the thesis, grouping, and analysis, will be easier for the students to deal with if they get skilled at the four items mentioned above.

If you look at the expanded core you need to be aware of two things. First, a student must earn all 6 points in the Basic Core to earn the 2 points in the Expanded Core. Second, the easiest way to earn the Expanded Core points is to do well in the Basic Core, because with the exception of “outside historical content” everything in the Expanded Core is found in the Basic Core, just done better. Three easy ways to earn the extra 2 points are to write a really strong thesis, use all the documents, and to mention PoV with a majority of the documents.

An insider hint:

An important thing to remember is that your students do not have to write great essays to earn a 9, they just have to write better essays than most of the students taking the test. Let me explain, because I know the look on some of your faces. When the sample selectors sit down to fill out the details for the Basic and Expanded Cores, those details are based on the samples that we see. The best essays set the standards and then we work down from 9 to 0. There is no objective standard. So if your students write better than the other students, even if their essay is not perfect, they will get 9s.

The one thing to keep repeating to your students is that “This is a Document-Based Question so base your answer on the documents.”

If you wish to see the scoring guide and sample essays, go to the Exam section of AP Central. You will find the 2003 sample essays for both the DBQ and the Free Response Questions.

DBQ #1

19th Century Science and Empiricism

EUROPEAN HISTORY
SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

Has a relevant thesis and supports that thesis with evidence from the documents.

Uses a majority of the documents.

Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**

Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Explain the role of science and empiricism in reshaping European cities in the nineteenth century. How did advancements in science and technology improve the lives of the working class?

Historical Background: While peasants had previously toiled on rented or common land, by the beginning of the nineteenth century many had joined the ranks of the urban working poor. European cities had to meet the challenge of rising populations by addressing issues of crowded and impoverished workers living alongside a smaller middle class bourgeoisie. At the height of the Industrial Revolution, European cities were transformed by many inventions and discoveries that impacted the daily lives of their citizens, and many scientists and social reformers sought to address the challenges and hardships of urban life with this new knowledge. As the nineteenth century progressed, governments increasingly regulated the implementation of these technologies to manage urban populations.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: The Rate of Industrial Growth in Five Selected Countries
Indices of Industrial Production
(Base Figures 1905–13 = 100)

| | UK | France | Germany | Russia | Italy |
|---|-----------|---------------|----------------|---------------|--------------|
| 1781–90 | 3.8 | 10.9 | - | - | - |
| 1801–14 | 7.1 | 12.3 | - | - | - |
| 1825–34 | 18.8 | 21.5 | - | - | - |
| 1845–54 | 27.5 | 3.7 | 11.7 | - | - |
| 1865–74 | 49.2 | 49.8 | 24.2 | 13.5 | 42.9 |
| 1885–94 | 70.5 | 68.2 | 45.3 | 38.7 | 54.6 |
| 1905–13 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| % of world industrial production in 1913 | 4.0 | 6.4 | 17.7 | 5.5 | 2.7 |

Document 2

Source: Leeds Woollen Workers Petition, 1786

The Scribbling-Machines [spinning machines] have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires. . .

As we do not mean to assert any thing but what we can prove to be true, we allow four men to be employed at each machine twelve hours, working night and day, will take eight men in twenty-four hours; so ~ that, upon a moderate computation twelve men are thrown out of employ for every single machine used in scribbling; and as it may be supposed the number of machines in all the other quarters together, to nearly equal those in the South-West, full four thousand men are left to shift for a living how they can, and must of course fall to the Parish, if not timely relieved. Allowing one boy to be bound apprentice from each family out of work, eight thousand hands are deprived of the opportunity of getting a livelihood.

Document 3

Source: Observations on the Loss of Woollen Spinning, 1794

The assistance women and girls may be of in husbandry is sometimes proposed as a remedy for the loss of spinning: but for the mothers of families, common humanity will point without need of much argument, how frequently they must be unfit for working in the fields either when big with child, or with an infant at the breast. If from dire necessity they are thus obliged to expose themselves and infants in all the seasons of our varying year, what must be the consequence to their domestic happiness?

Document 4

Source: Victor Hugo, *Les Misérables*, 1828

The complete visitation of the subterranean sewer system of Paris occupied seven years, from 1805 to 1812. While yet he was performing it, Bruneseau laid out, directed and brought to an end some considerable works; in 1808 he lowered the floor of the Ponceau, and creating new lines everywhere, he extended the sewer... At the same time he disinfected and purified the whole network.

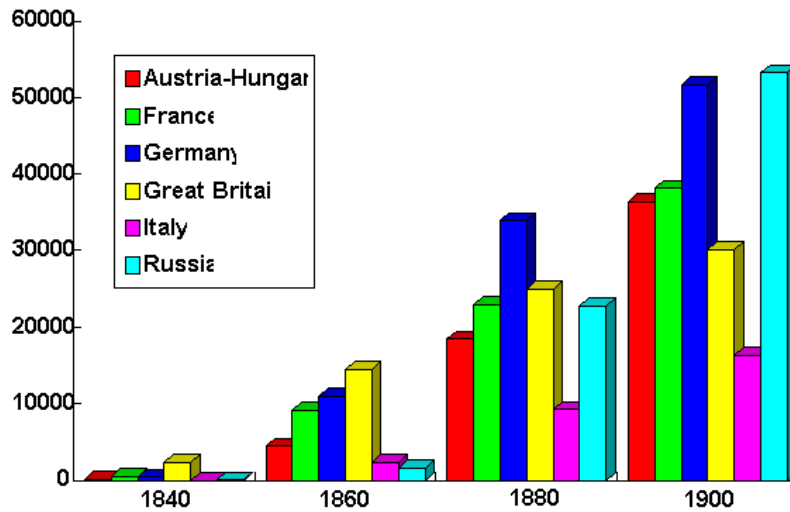
Document 5

Source: P. Gaskell, a medical observer. *The Manufacturing Population of England*, a report about the effects of textile work, 1833.

Their complexion is sallow and pallid-with a peculiar flatness of feature, caused by the want of a proper quantity of adipose substance to cushion out the cheeks. Their stature low-the average height of four hundred men, measured at different times, and different places, being five feet six inches. Their limbs slender, and playing badly and ungracefully. A very general bowing of the legs. Great numbers of girls and women walking lamely or awkwardly, with raised chests and spinal flexures. Nearly all have flat feet, accompanied with a down-tread, differing very widely from the elasticity of action in the foot and ankle, attendant upon perfect formation....A spiritless and dejected air, a sprawling and side action of the legs, and an appearance, taken as a whole, giving the world but little assurance of a man, or if so, most sadly cheated of his fair proportions.

Document 6

Source: Increase in railroads during the period 1840 to 1900 in ten countries.



(Length of line open [in kilometers [1km = 5/8 mile)])

| | 1840 | 1860 | 1880 | 1900 |
|------------------------|-------|--------|--------|--------|
| Austria-Hungary | 144 | 4,543 | 18,507 | 36,330 |
| Belgium | 334 | 1,730 | 4,112 | 4,591 |
| France | 496 | 9,167 | 23,089 | 38,109 |
| Germany | 469 | 11,089 | 33,838 | 51,678 |
| Great Britain | 2,390 | 14,603 | 25,060 | 30,079 |
| Italy | 20 | 2,404 | 9,290 | 16,429 |
| Netherlands | 17 | 335 | 1,846 | 2,776 |
| Russia | 27 | 1,626 | 22,865 | 53,234 |
| Spain | - | 1,917 | 7,490 | 13,214 |
| Sweden | - | 527 | 5,876 | 11,303 |

Document 7

Source: Edwin Chadwick, *Report...from the Poor Law Commissioners on an Inquiry into the Sanitary Conditions of the Labouring Population of Great Britain*. London, 1842.

That the various forms of epidemic, endemic, and other disease caused, or aggravated, or propagated chiefly amongst the labouring classes by atmospheric impurities produced by decomposing animal and vegetable substances, by damp and filth, and close and overcrowded dwellings prevail amongst the population in every part of the kingdom,

whether dwelling in separate houses, in rural villages, in small towns, in the larger towns-
-as they have been found to prevail in the lowest districts of the metropolis.

That such disease, wherever its attacks are frequent, is always found in connexion with the physical circumstances above specified, and that where those circumstances are removed by drainage, proper cleansing, better ventilation, and other means of diminishing atmospheric impurity, the frequency and intensity of such disease is abated; and where the removal of the noxious agencies appears to be complete, such disease almost entirely disappears.

Document 8

Source: Drawing by Eugene Lami of the intersection of Boulevard des Italiens and the Rue Lafitte, illuminated by gas lamp, 1842.



Document 9

Source: *Punch*, "A Court for King Cholera," 1852. On the left is a refuse heap,



Document 10

Source: Observations on the filth of the Thames, contained in a letter addressed to the Editor of "*The Times*" Newspaper, by Professor Faraday, 1855.

The smell was very bad, and common to the whole of the water; it was the same as that which now comes up from the gully-holes in the streets; the whole river was for the time a real sewer. Having just returned from out of the country air, I was, perhaps, more affected by it than others; but I do not think I could have gone on to Lambeth or Chelsea, and I was glad to enter the streets for an atmosphere which, except near the sink-holes, I found much sweeter than that on the river.

Document 11

Source: Emile Zola, *Germinal*, 1885

And in fact, the cage, banded with sheet iron and covered by a fine-meshed screen, was waiting for them, resting on its catches. Maheu, Zacherie, Levaque, and Catherine slid into a cart at the back; and since it was supposed to hold five people, Étienne got in as well; but all the good places were taken and he had to squeeze in beside the young girl, whose elbow poked into his belly. His lamp got in his way; he was advised to hang it from a buttonhole of his jacket. He didn't hear this advice and kept it awkwardly in his hand. The loading continued, above and below, a jumbled load of cattle. Couldn't they

get going? What was happening? It seemed as if he'd been waiting for a long time. Finally a jolt shook him and everything fell away, the objects around him seemed to fly past while he felt a nervous dizziness that churned his guts. This lasted as long as he was in the daylight, passing the two landing levels, surrounded by the wheeling flight of the timbers. Then, falling into the blackness of the pit, he remained stunned, no longer able to interpret his feelings.

Document 12

Source: Joseph Lister, "Antiseptic Principle Of The Practice Of Surgery," 1867

To prevent the occurrence of suppuration with all its attendant risks was an object manifestly desirable, but till lately apparently unattainable, since it seemed hopeless to attempt to exclude the oxygen which was universally regarded as the agent by which putrefaction was effected. But when it had been shown by the researches of Pasteur that the septic properties of the atmosphere depended not on the oxygen, or any gaseous constituent, but on minute organisms suspended in it, which owed their energy to their vitality, it occurred to me that decomposition in the injured part might be avoided without excluding the air, by applying as a dressing some material capable of destroying the life of the floating particles.

DBQ #2

19th and 20th Century Socialism

EUROPEAN HISTORY
SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze the role of socialism in nineteenth-century and early twentieth-century society by addressing how various thinkers approached the issues of labor, production, and property.

Historical Background: In the nineteenth and twentieth centuries Europe witnessed the emergence of political and economic doctrines that responded to the Industrial Revolution and the rise of a proletarian working class. Adam Smith's *laissez-faire* economic system, published in 1776, supported an unregulated capitalist system in which labor, production, and property were guided by the law of supply and demand; later economic and political thinkers challenged Smith's notions, especially with regard to the social effects of capitalism on society. As the nineteenth century wore on, many organizations and individuals advanced socialist ideas and programs concerned with the future of class relations and production in society.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: Robert Owen, *Essays on the Principle of the Formation of the Human Character, and the Application of the Principle to Practice*, 1813–16

Train any population rationally, and they will be rational. Furnish honest and useful employments to those so trained, and such employments they will greatly prefer to

dishonest or injurious occupations. It is beyond all calculation the interest of every government to provide that training and that employment; and to provide both is easily practicable.

The first, as before stated, is to be obtained by a national system for the formation of character; the second, by governments preparing a reserve of employment for the surplus working classes, when the general demand for labour throughout the country is not equal to the full occupation of the whole: that employment [is] to be on useful national objects from which the public may derive advantage equal to the expense which those works may require.

Document 2

Source: Painting of the Peterloo Massacre, 16 August 1819
The banner reads, "REFORM."



Document 3

Source: Charles Fourier, *Theory of Social Organization*, 1820

The present system of Commerce was the growth of circumstance and accident. Never did such a system better deserve condemnation as being vicious and corrupt. What is the power to intervene to repress this fraud? Government. To elevate Nature Humanity must create and organize a perfect system of industry, discover and perfect the physical sciences, and establish on a peaceful and industrial basis an order of Society that will direct its labors to the work of terrestrial cultivation and improvement. To elevate itself Humanity must create the Fine Arts, discover the Sciences and establish an order which will lead to social harmony. Under a true organization of Commerce, property would be abolished, the Mercantile classes become agents for trade of industrial goods and

Commerce would then be the servant of Society.

Document 4

Source: *The People's Petition*, submitted by the Chartists to the London Parliament, 1838

We tell your Honourable House that the capital of the master must no longer be deprived of its due reward; that the laws which make food dear, and those which by making money scarce, make labour cheap, must be abolished; that taxation must be made to fall on property, not on industry; that the good of the many, as it is the only legitimate end, so must it be the sole study of the Government.

Document 5

Source: *Pamphlet: In Defense of Laissez-Faire*, c. 1840

Thus, in our attempts to improve, by legislation, the condition of the poor, we have not only multiplied the number, but reduced them to a state of degradation before unknown. By our poor laws and our charities, we have pauperized, and almost ruined the country.

In our commerce and manufactures also, the effects of legislation have been equally mischievous. By our well meant, but injudicious attempt to foster and protect, we have constantly been driving capital from productive into unproductive channels, encouraging the smuggler, checking our commerce, and stunting our manufactures; and our efforts to procure to the operatives a fair remuneration for their labour, has always ended in a reduction of their wages, or in depriving them altogether of employment.

Document 6

Source: Louis Blanc, *The Organisation of Labour*, 1840

For the first years after the workshops are established, the government ought to regulate the scale of employment. After the first year it is no longer necessary, the laborers would then have time enough to truly estimate their respective work, and, all being equally interested as we will soon see, the success of the association would eventually depend on the elective principle....

Every member of the social workshops would have the right to use, according to his discretion, the profits of his labor; but it would not be long before the evident economy and the incontestable excellence of this communal life would call forth other voluntary associations among the workmen according to their needs and pleasure.

Capitalists can also be taken into the association and would draw interest on their invested money, which would be guaranteed by the budget; but in the profits they would participate only if they were laborers at the same time.

Document 7

Source: Karl Marx, *Economic and Philosophic Manuscripts of 1844*

In political economy and its terminology, we have shown that the laborer sinks to the level of a commodity and indeed becomes the most miserable commodity possible, that the misery of the laborer stands in an inverse relationship to the power and size of his production, that the natural result of competition is the accumulation of capital in a few hands, which is the most frightening type of monopoly, that finally the difference between the ground-renter and the capitalist as well as the difference between the farmer-renter and the factory laborer disappears and the entire society must fall into two classes: those with property and those propertyless souls who labor.

Document 8

Source: Benjamin Disraeli, *Utilitarian Follies*, 1862

But the eternal principle of human nature must always hold good. A privileged class is always an aristocracy, whether it consists of five thousand or fifty thousand, a band of nobles or a favored sect; therefore the power of government should be entrusted to all; therefore the only true and useful government is a representative polity, founded on universal suffrage.

Document 9

Source: *The Internationale*, the song of both Marxist and non-Marxist socialist parties after the Paris Commune of 1871

We peasants, artisans and others,
 Enrolled amongst the sons of toil
 Let's claim the earth henceforth for brothers
 Drive the indolent from the soil.
 On our flesh for too long has fed the raven
 We've too long been the vultures prey.
 But now farewell to spirit craven
 The dawn brings in a brighter day.

CHORUS

No saviour from on high delivers
 No trust we have in prince or peer
 Our own right hand the chains must shiver
 Chains of hatred, greed and fear.
 Ere the thieves will out with their booty
 And to all give a happier lot.
 Each at his forge must do his duty

And strike the iron while its hot.

Document 10

Source: *The Gotha Program, 1875*, the doctrine of a revolutionary political party created in France after the revolution of 1848

The emancipation of labor must be the work of the laboring class itself, opposed to which all other classes are reactionary groups.

Document 11

Source: Edouard Bernstein, *Evolutionary Socialism*, 1909

In all advanced countries we see the privileges of the capitalist bourgeoisie yielding step by step to democratic organizations. Under the influence of this, and driven by the movement of the working classes which is daily becoming stronger, a social reaction has set in against the exploiting tendencies of capital, a counteraction which, although it still proceeds timidly and feebly, yet does exist and is always drawing more departments of economic life under its influence. Factory legislation, the democratizing of local government, and the extension of its area of work, the freeing of trade unions and systems of cooperative trading from legal restrictions, the consideration of standard conditions of labour in the work undertaken by public authorities—all these characterize this phase of the evolution.

But the more the political organizations of modern nations are democratized the more the needs and opportunities of great political catastrophes are diminished . . . But is the conquest of political power by the proletariat simply to be by a political catastrophe? Is it to be the appropriation and utilization of the power of the State by the proletariat exclusively against the whole non-proletarian world?

Document 12

Source: Rosa Luxemburg, "The War and the Workers," 1916

One thing is certain. The world war is a turning point. It is foolish and mad to imagine that we need only survive the war, like a rabbit waiting out the storm under a bush, in order to fall happily back into the old routine once it is over. The world war has altered the conditions of our struggle and, most of all, it has changed us. Not that the basic law of capitalist development, the life-and-death war between capital and labor, will experience any amelioration . . . The violence of the conflicts in the bosom of society, the enormousness of the tasks that tower up before the socialist proletariat--these make everything that has transpired in the history of the workers' movement seem a pleasant idyll.

DBQ #3

Literacy and Education

EUROPEAN HISTORY
SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

Has a relevant thesis and supports that thesis with evidence from the documents.

Uses a majority of the documents.

Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**

Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Analyze attitudes about literacy and education from the sixteenth to the nineteenth centuries, and explain how people from different social classes viewed education

Historical Background: Until the fifteenth century, the reading of books and pamphlets was largely limited to the clergy and aristocracy because of the scarcity of printed matter. The printing press, invented in Mainz, Germany in 1455, made books cheaper and increasingly available to all classes. The Bible, other religious tracts, and handbooks of various kinds became popular reading, even for many people in the lower classes. As books became more available, education and literacy increased, and in some places, religious and secular institutions initiated schools and programs to teach reading.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: Martin Luther, *“To the Councilmen of All Cities in Germany That They Establish and Maintain Christian Schools,”* 1524.

. . . a city's best and greatest welfare, safety and strength consist rather in its having many able, learned, wise, honorable, and well-educated citizens than in mighty walls and magnificent buildings.

Document 2

Source: Elizabeth I, *Dedication of Jesus College, Oxford*, 1571.

. . . to the Glory of God Almighty and Omnipotent, and for the spread and maintenance of the Christian religion in its sincere form, for the eradication of errors and heresies, for the increase and perpetuation of true loyalty, for the extension of good literature of every sort, for the knowledge of languages, for the education of youth in loyalty, morality, and methodical learning, for the relief of poverty and distress, and lastly for the benefit and well-being of the Church of Christ in our realms, . . . we have decreed that a College of learning in the sciences, philosophy, humane pursuits, knowledge of the Hebrew, Greek and Latin languages, to the ultimate profession of Sacred Theology, to last for all time to come, be created, founded, built, and established . . .

Document 3

Source: Bathsua Makin, *An Essay to Revive the Ancient Education of Gentlewomen*, 1673.

Were a competent number of Schools erected to Educate Ladies ingenuously, methinks I see how ashamed Men would be of their Ignorance, and how industrious the next Generation would be to wipe off their Reproach.

Document 4

Source: Edward Chamberlayne, *The Second Part of the Present State of England*, 1682.

All that intend to take any degree are to take their diet and lodging and have a tutor constantly in some college or hall; then they are to perform all exercises. . . They are to suffer themselves to be shut up by night in their several houses. They are never to be seen abroad out of their chambers, much less out of their colleges, without their caps and gowns . . .

Document 5

Source: Daniel Defoe, *On the Education Of Women*, 1719.

I have often thought of it as one of the most barbarous customs in the world, considering us as a civilized and a Christian country, that we deny the advantages of learning to women. We reproach the sex every day with folly and impertinence; while I am confident, had they the advantages of education equal to us, they would be guilty of less than ourselves.

One would wonder, indeed, how it should happen that women are conversible at all; since they are only beholden to natural parts, for all their knowledge. Their youth is spent to teach them to stitch and sew or make baubles. They are taught to read, indeed, and perhaps to write their names, or so; and that is the height of a woman's education. And I

would but ask any who slight the sex for their understanding, what is a man (a gentleman, I mean) good for, that is taught no more? I need not give instances, or examine the character of a gentleman, with a good estate, or a good family, and with tolerable parts; and examine what figure he makes for want of education.

Document 6

Source: Percentage Of French Villages With Schools, By Selected Regions (1730-1789)



Document 7

Source: Jean-Jacques Rousseau, 1755.

From the first moment of life, men ought to begin learning to deserve to live; and, as at the instant of birth we partake of the rights of citizenship, that instant ought to be the beginning of the exercise of our duty. If there are laws for the age of maturity, there ought to be laws for infancy, teaching obedience to others: and as the reason of each man is not left to be the sole arbiter of his duties, government ought the less indiscriminately to abandon to the intelligence and prejudices of fathers the education of their children, as that education is of still greater importance to the State than to the fathers: for, according to the course of nature, the death of the father often deprives him of the final fruits of education; but his country sooner or later perceives its effects. Families dissolve but the State remains.

Document 8

Source: Joseph Wright, *A Philosopher Lecturing with a Mechanical Planetary*, 1766.



Document 9

Source: Joseph Lancaster, *Improvements In Education, As It Respects the Industrious Classes of the Community*, 1803

The rich possess ample means to realize any theory they may chuse to adopt in the education of their children, regardless of the cost; but it is not so with him whose Subsistence is derived from industry. Attention to this as a primary object, ignorance, and incapacity, often prevent his having proper views on the important subject of education, and when he has, slender resources as often prevent their being reduced to practice; yet, among this class of men, are found many who are not only useful members, but ornaments of society: and from the labours of these it is, that the public derive the conveniences, and many of the comforts of life: but while they are toiling for the production of those comforts, their children are left destitute of a suitable education. Therefore, it has long been acknowledged, that education, as it respects those who are unprovided with it, ought to become a national concern: and this has been so long the public opinion, that no doubt it would have become so, had not a mere pharasaical sectmaking spirit intervened to prevent it; and that in every party.

Document 10

Source: Illiteracy in Europe, c. 1850
(Approximate Percentage of Adult Illiterates is Indicated Where Known)

Countries with less than 30% illiterate

Denmark
Germany
(Prussia 20%)
Netherlands
Scotland 20%
Sweden 10%
Switzerland
Serbia
Spain 75%

Countries with 30 to 50% illiterate

Austria 40-45%
Belgium 45-50%
England 30-33%
France 40-45%
Portugal
Rumania
Russia 90-95%

Countries with over 50% illiterate

Bulgaria
Greece
Hungary
Italy 75-80%

DBQ #4

The Middle Ages

EUROPEAN HISTORY SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Using the documents, assess the validity of identifying the European Middle Ages as a “Dark Age” in European history

Historical Background: The Middle Ages are generally considered to be the time period following the fall of Rome and lasting through the start of the Renaissance. Not surprisingly, numerous political and economic changes occurred in this 1000-year period. However, significant social and cultural change occurred as well.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: An oath of fidelity.

By the Lord before whom this sanctuary is holy, I will to N. be true and faithful, and love all which he loves and shun all which he shuns, according to the laws of God and the order of the world. Nor will I ever with will or action, through word or deed, do anything which is displeasing to him, on condition that he will hold to me as I shall deserve it, and that he will perform everything as it was in our agreement when I submitted myself to him and chose his will.

Document 2

Source: Æthelwulf, King of Wessex: *Grant of a Tenth of Public Land*, 854

For which cause, I, Athelwulf, king of the West-Saxons, with the advice of my bishops and nobles, for a remedy thereof have adopted the wholesome expedient of granting forever some portion of my kingdom to God and the holy Mary, and all saints; to wit, a tenth part of my land, free and quit of all secular services, king's tribute both great and small, and the taxations we call *witeredden*; and for the good of my soul and the remission of my sins, let it be wholly free for the service of God alone, exempt from military service, the building of bridges and castle-ward, to the end that prayers may ascend without ceasing unto God for us, and so much the more diligently as we in aught remit the services of those who offer them....

This charter of donation was written in the year of grace 854, in the fourth indiction, of the ninth day of November, in the city of Winchester, before the greater altar of the blessed apostle Peter.

Document 3

Source: Gebhard, Bishop of Constance: *Allocation of Serfs to Crafts*, 990

After this he called his serfs together and chose the best among them and declared that they should be cooks and millers, victuallers and fullers, cobblers and gardeners, carpenters and masters of every craft, and he decreed that, on the day on which they took care of the brethren, they should be refreshed with the bread of the brethren, for the laborer is worthy of his hire. Moreover in order that they might work for their masters with a good will he added a gift of this kind, namely, that, if any of them, or of their successors, who is of their stock, should die, their goods should not be confiscated but their heirs might take the whole of the inheritance: but if any one of another family should succeed, he shall be deprived of this gift.

Document 4

Source: *Description of Manor House at Chingford, Essex*, 1265

He received also a sufficient and handsome hall well ceiled with oak. On the western side is a worthy bed, on the ground, a stone chimney, a wardrobe and a certain other small chamber; at the eastern end is a pantry and a buttery. Between the hall and the chapel is a side-room. There is a decent chapel covered with tiles, a portable altar and a small cross. In the hall are four tables on trestles. There are likewise a good kitchen well covered with tiles, with a furnace and ovens, one large, the other small, for cakes, two tables, and alongside the kitchen a small house for baking. Also a new granary covered with oak shingles, and a building in which the dairy is contained, though it is divided. Likewise a

chamber suitable for clergyman and an inner chamber. Also a henhouse. These are within the inner gate.

Likewise outside of that gate are an old house for the servants, a good stable, long and divided, and to the east of the principal building, beyond the smaller stable, a solar for the use of the servants. Also a building in which is contained a bed; also two barns, one for wheat and one for oats. These buildings are enclosed with a moat, a wall, and a hedge. Also beyond the middle gate is a good barn, and a stable of cows and another for oxen, these old and ruinous. Also beyond the outer gate is a pigsty.

Document 5

Source: Rupert, Count Palatine: Foundation of the University of Heidelberg, 1386

We, Rupert the Elder, by the grace of God Count Palatine of the Rhine, Elector of the Holy Empire, and Duke of Bavaria—lest we seem to abuse the privilege conceded to us by the Apostolic See of founding a place of study at Heidelberg similar to that at Paris, and lest, for this reason, being subjected to the divine judgment, we should deserve to be deprived of the privilege granted—do decree, with provident counsel (which decree is to be observed unto all time), that the University of Heidelberg shall be ruled, disposed, and regulated according to the modes and manners accustomed to be observed in the University of Paris. Also that, as a handmaid of Paris—a worthy one, let us hope—the latter's steps shall be imitated in every way possible; so that, namely, there shall be four faculties in it: the first, of sacred theology and divinity; the second, of canon and civil law, which, by reason of their similarity, we think best to comprise under one faculty; the third, of medicine; the fourth, of liberal arts—of the three-fold philosophy, namely, primal, natural, and moral, three mutually subservient daughters. We wish this institution to be divided and marked out into four nations, as it is at Paris; and that all these faculties shall make one university, and that to it the individual students, in whatever of the said faculties they are, shall unitedly belong like lawful sons to one mother.

Document 6

Source: Chapter House, 12th century French; From the Abbey of Notre-Dame-de-Pontaut, Gascony



Document 7

Source: Thomas Aquinas was a theologian born c. 1225 and died in 1274. He wrote the following on law.

Whether law is something pertaining to reason

Law is a rule and measure of actions through which one is induced to act or restrained from acting. Lex, “law,” is derived from ligare, “to bind,” because it binds one to act. The rule and measure of human activity is reason, however, for it is the first principle of human acts. Indeed, it is the function of reason to order to an end, and that is the first principle of all activity according to Aristotle. That which is the first principle in any genus is the rule and measure of that genus, e.g., unity in the genus of number or first movement in the genus of movement. Thus it follows that law is something pertaining to reason.

Whether law is always ordered to the common good

Law pertains to that which is the principle of human acts because it is a rule and measure. Just as reason is the principle of human acts, however, there is something in reason which is principle of all the rest. It is to this that law principally and mostly pertains. The first

principle in activity, the sphere of practical reason, is the final end. The final end of human life is happiness or beatitude. Thus law necessarily concerns itself primarily with the order directing us toward beatitude.

Furthermore, since each part is ordered to the whole as imperfect to perfect, and since each single man is a part of the perfect community, law necessarily concerns itself particularly with communal happiness. Thus Aristotle, in defining legal matters, mentions both happiness and the political community, saying, "We term 'just' those legal acts which produce and preserve happiness and its components within the political community." For the state is a perfect community, as he says in his Politics.

Document 8

Source: Roger Bacon was an English philosopher born c. 1214 and died c. 1294. In 1268, he wrote the following.

Having laid down the main points of the wisdom of the Latins as regards language, mathematics and optics, I wish now to review the principles of wisdom from the point of view of experimental science, because without experiment it is impossible to know anything thoroughly.

There are two ways of acquiring knowledge, one through reason, the other by experiment. Argument reaches a conclusion and compels us to admit it, but it neither makes us certain nor so annihilates doubt that the mind rests calm in the intuition of truth, unless it finds this certitude by way of experience.

Document 9

Source: The Collection of Tithes in Ireland, 8th Century

1. The jurists say that tithe of cattle should be offered once and on that account it will be most holy, *i.e.*, the tithe should not be offered again. But others of the true faith affirm that we should give tithes of living and mortal things to God every year, since every year we enjoy His gifts.
2. Also, of all fruits of the soil a tithe ought to be offered once a year to the Lord, for as it is said: "Whatever has been once consecrated to God, will be most holy in the sight of the Lord." For the tithe should not be offered repeatedly from those things, as the learned Columman has taught. But of the fruits of the soil a tenth part ought to be offered every year, because they are produced every year.
3. Also, tithes are from all living things. So the first fruits of everything, and the animal that is born first in the year should be given. For the first born of animals are like first fruits; and the first born of men and of animals may be offered.
4. Also, concerning tithes in herds and first fruits. First born are those which are born before any others are born in that year. It should be known how great is the

weight of the first fruits, i.e., nine or twelve measures. Hence, the measure of the offering should be sufficient material for nine or twelve loaves. But of vegetables it should be as much as can be carried in the hand. It ought to be paid at the beginning of the summer, just as it was offered once a year to the priests of Jerusalem. But in the New Testament each would offer it to the monastery to which he belongs. And toward this would be especially charitable; of the first-born let males, never females, be offered.

5. Also, if any have less substance than the tithe they shall not pay the tithe.

6. Also, in order that all might find it convenient to offer tithes in some way to God, if they have only one cow or ox, let them divide the price of the cow into ten parts and give a tenth part to God. And so let it be done for other things....

Document 10

Source: Pope Leo IV (847-855): "Forgiveness of Sins for Those Who Dies in Battle With the Heathen"

The following was addressed to the Frankish Army

Now we hope that none of you will be slain, but we wish you to know that the kingdom of heaven will be given as a reward to those who shall be killed in this war. For the Omnipotent knows that they lost their lives fighting for the truth of the faith, for the preservation of their country, and the defence of Christians. And therefore God will give them, the reward which we have named.

Document 11

Source: Early Medieval and Byzantine Civilization: Constantine to Crusades

POPULATION ESTIMATES OF THE ROMAN EMPIRE IN AGE OF CONSTANTINE (306-337) AND THEODOIUS I (379-395) WESTERN EMPIRE

| | |
|--|------------|
| BRITAIN | 750,000 |
| GAUL & RHINELAND | 5,000,000 |
| SPAIN | 4,000,000 |
| ITALY | 6,000,000 |
| SICILY, SARDINIA & CORSICA | 250,000 |
| AFRICA, NUMIDIA, MAURETANIA | 3,000,000 |
| RHAETIA, NORICUM, PANNONIA & DALMATIA | 3,000,000 |
| TOTAL WESTERN EMPIRE | 22,000,000 |

EASTERN ROMAN EMPIRE

| | |
|--------------------------------|------------|
| MOESIA & THRACE | 2,500,000 |
| GREECE & MACEDONIA | 3,500,000 |
| ASIA MINOR | 15,000,000 |
| SYRIA, PALESTINE & MESOPOTAMIA | 6,500,000 |
| EGYPT | 6,500,000 |
| CYRENAICA | 500,000 |
| TOTAL EASTERN EMPIRE | 34,000,000 |

TOTAL POPULATION

| | |
|----------------------|------------|
| WESTERN ROMAN EMPIRE | 22,000,000 |
| EASTERN ROMAN EMPIRE | 34,000,000 |
| TOTAL: | 56,000,000 |

POPULATION ESTIMATES, 400-1500 A.D

| Region | Population (reckoned in millions of people) | | | | | | |
|-----------------------|---|------|------|------|------|------|--|
| | 400 | 650 | 1000 | 1200 | 1340 | 1500 | |
| British Isles | 1 | 0.5 | 2 | 2.8 | 5 | 3 | |
| France & Lowlands | 5 | 3.5 | 6 | 10 | 19 | 16 | |
| Germany & Scandinavia | 3.5 | 2 | 4 | 7 | 11.5 | 7.5 | |
| Iberian Peninsula | 4 | 3.5 | 7 | 8 | 9 | 8.3 | |
| Italy | 6 | 2.5 | 5 | 7.8 | 10 | 9 | |
| Greece & Balkans | 5 | 3 | 5 | ---- | 6 | 4.5 | |
| Asia Minor | 12 | 7 | 8 | 7 | ---- | ---- | |
| Syria & Levant | 5 | 3 | 2 | 3 | ---- | ---- | |
| Egypt | 6 | 3 | 1.5 | 2.5 | 4.5 | ---- | |
| North Africa | 2.5 | ---- | 1 | 1.5 | ---- | ---- | |

Figures based on J. C. Russell, Late Ancient and Medieval Population (Philadelphia, 1958).

Document 12

Source: *The Anglo-Saxon Chronicle* was originally compiled on the orders of King Alfred the Great (ruled England from 871-899) c. 890 CE.

A.D. 827 This year Ludecan, King of Mercia, was slain, and his five aldermen with him; after which Wiglaf succeeded to the kingdom.

A.D. 842 This year there was great slaughter in London, Canterbury, and Rochester.

Document 13

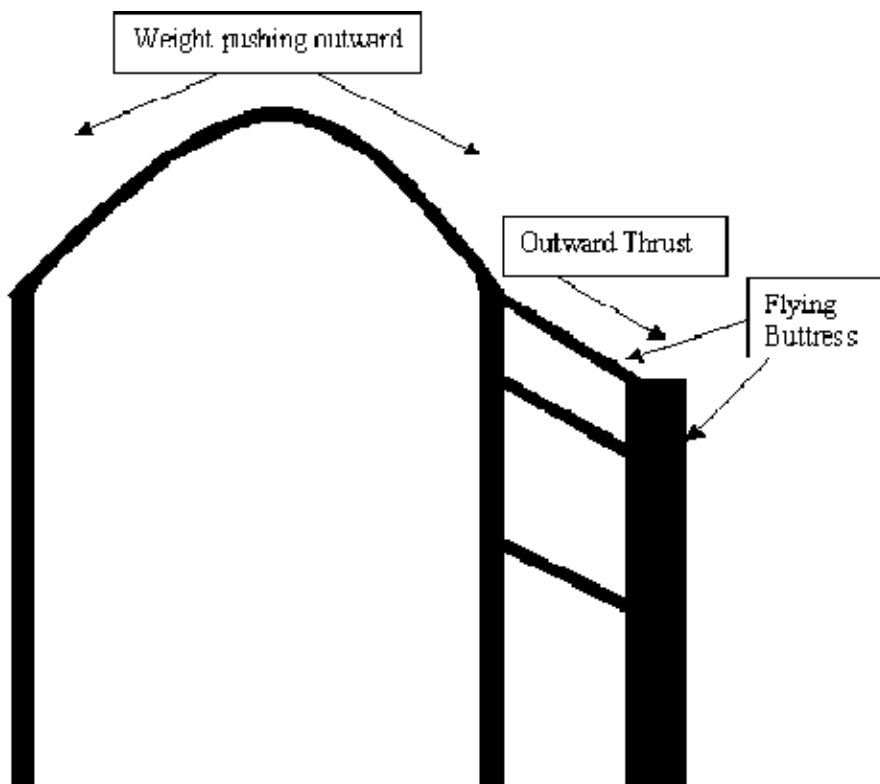
Source: A hospital scene from the Middle Ages, Italy



Document 14.

Source: Description of Gothic architecture

Gothic architecture has three distinct characteristics which set it apart from Romanesque; pointed arches, ribbed vault, and flying buttresses. These developments allowed the architects to make the church much larger and brighter. By transferring the weight of the ceilings outward thrust to the flying buttresses, they were now able to place huge stain glass windows in the walls. This allowed the once dim Romanesque Cathedral to be transformed into a very bright and warm feeling Gothic Cathedral. These churches also reflect the wealth and influence of the church in the Middle Ages. Many of these churches and cathedrals took over a century to build.



DBQ #5
Imperialism

EUROPEAN HISTORY
SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

Has a relevant thesis and supports that thesis with evidence from the documents.
Uses a majority of the documents.
Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Evaluate the attitudes of Western European countries and the U.S. toward imperialism and the response of indigenous people to imperialism.

Historical Background: European powers had been acquiring overseas possessions since the 1500s. By the mid-1800s, fueled by the Industrial Revolution and nationalism, these powers embarked on more aggressive efforts to control resources in distant areas.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: Kaiser Wilhelm II of Germany: *Speech to the North German Regatta Association*, 1901

In spite of the fact that we have no such fleet as we should have, we have conquered for ourselves a place in the sun. It will now be my task to see to it that this place in the sun shall remain our undisputed possession, in order that the sun's rays may fall fruitfully upon our activity and trade in foreign parts, that our industry and agriculture may develop within the state and our sailing sports upon the water, for our future lies upon the water.

Document 2

Source: John A. Hobson (1858-1940), an English economist, wrote one of the most famous critiques of the economic bases of imperialism in 1902

It was this sudden demand for foreign markets for manufactures and for investments which was avowedly responsible for the adoption of Imperialism as a political policy.... They needed Imperialism because they desired to use the public resources of their country to find profitable employment for their capital which otherwise would be superfluous....

Every improvement of methods of production, every concentration of ownership and control, seems to accentuate the tendency. As one nation after another enters the machine economy and adopts advanced industrial methods, it becomes more difficult for its manufacturers, merchants, and financiers to dispose profitably of their economic resources, and they are tempted more and more to use their Governments in order to secure for their particular use some distant undeveloped country by annexation and protection.

The process, we may be told, is inevitable, and so it seems upon a superficial inspection. Everywhere appear excessive powers of production, excessive capital in search of investment. It is admitted by all business men that the growth of the powers of production in their country exceeds the growth in consumption, that more goods can be produced than can be sold at a profit, and that more capital exists than can find remunerative investment.

It is this economic condition of affairs that forms the taproot of Imperialism. If the consuming public in this country raised its standard of consumption to keep pace with every rise of productive powers, there could be no excess of goods or capital clamorous to use Imperialism in order to find markets: foreign trade would indeed exist....

Document 3

Source: Jules Ferry was twice prime minister of France, from [1880-1881, 1883-1885]. He is especially remembered for championing laws that removed Catholic influence from most education in France and for promoting a vast extension of the French colonial empire.

The policy of colonial expansion is a political and economic system ... that can be connected to three sets of ideas: economic ideas; the most far-reaching ideas of civilization; and ideas of a political and patriotic sort.

In the area of economics, I am placing before you, with the support of some statistics, the considerations that justify the policy of colonial expansion, as seen from the perspective of a need, felt more and more urgently by the industrialized population of Europe and

especially the people of our rich and hardworking country of France: the need for outlets [for exports].

...this policy of colonial expansion was inspired by the fact that a navy such as ours cannot do without safe harbors, defenses, supply centers on the high seas . Are you unaware of this? Look at a map of the world.

Gentlemen, these are considerations that merit the full attention of patriots. The conditions of naval warfare have greatly changed . At present, as you know, a warship, however perfect its design, cannot carry more than two weeks' supply of coal; and a vessel without coal is a wreck on the high seas, abandoned to the first occupier. Hence the need to have places of supply, shelters, ports for defense and provisioning. And that is why we needed Tunisia; that is why we needed Saigon and Indochina; that is why we need Madagascar... and why we shall never leave them! ... Gentlemen, in Europe such as it is today, in this competition of the many rivals we see rising up around us, some by military or naval improvements, others by the prodigious development of a constantly growing population; in a Europe, or rather in a universe thus constituted, a policy of withdrawal or abstention is simply the high road to decadence!

Document 4

Theodore Roosevelt, 1904—Policy Toward Other Nations of the Western Hemisphere

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, ...every nation, whether in America or anywhere else, which desires to maintain its freedom, its independence, must ultimately realize that the right of such independence can not be separated from the responsibility of making good use of it.

Document 5

Source: Josiah Strong on Anglo-Saxon Predominance, 1891

It is not necessary to argue to those for whom I write that the two great needs of mankind, that all men may be lifted up into the light of the highest Christian civilization, are, first, a pure, spiritual Christianity, and second, civil liberty. Without controversy, these are the forces which, in the past, have contributed most to the elevation of the human race, and they must continue to be, in the future, the most efficient ministers to its progress. It follows, then, that the Anglo-Saxon, as the great representative of these two ideas, the

depository of these two greatest blessings, sustains peculiar relations to the world's future, is divinely commissioned to be, in a peculiar sense, his brother's keeper. ...Again, another marked characteristic of the Anglo-Saxon is what may be called an instinct or genius for colonizing. His unequalled energy, his indomitable perseverance, and his personal independence, made him a pioneer. He excels all others in pushing his way into new countries. It was those in whom this tendency was strongest that came to America, and this inherited tendency has been further developed by the westward sweep of successive generations across the continent. So noticeable has this characteristic become that English visitors remark it. Charles Dickens once said that the typical American would hesitate to enter heaven unless assured that he could go farther west.

Document 6

Source: A. Supan, *Die territoriale Entwicklung der Euroaischen Kolonien* (Gotha, 1906), p. 254

(1900)

| Region | Percentage Controlled |
|-----------|-----------------------|
| Africa | 90.4% |
| Polynesia | 98.9% |
| Asia | 56.5% |
| Australia | 100.0% |
| Americas | 27.2% |

Document 7

Source: Lin Zexu's "Letter of Advice to Queen Victoria" was written before the outbreak of the Opium Wars

A communication: magnificently our great Emperor soothes and pacifies China and the foreign countries, regarding all with the same kindness. If there is profit, then he shares it with the peoples of the world; if there is harm, then he removes it on behalf of the world. This is because he takes the mind of heaven and earth as his mind.

The kings of your honorable country by a tradition handed down from generation to generation have always been noted for their politeness and submissiveness. We have read your successive tributary memorials saying, "In general our countrymen who go to trade in China have always received His Majesty the Emperor's gracious treatment and equal justice." and so on. Privately we are delighted with the way in which the honorable rulers of your country deeply understand the grand principles and are grateful for the Celestial grace. For this reason the Celestial Court in soothing those from afar has redoubled its polite and kind treatment. The profit from trade has been enjoyed by them continuously for two hundred years. This is the source from which your country has become known for its wealth.

But after a long period of commercial intercourse, there appear among the crowd of barbarians both good persons and bad, unevenly. Consequently there are those who smuggle opium to seduce the Chinese people and so cause the spread of the poison to all provinces. Such persons who only care to profit themselves, and disregard their harm to others, are not tolerated by the laws of heaven and are unanimously hated by human beings. His Majesty the Emperor, upon hearing of this, is in a towering rage. He has especially sent me, his commissioner, to come to Kwangtung [Guangdong], and together with the governor-general and governor jointly to investigate and settle this matter.

Document 8

Source: Mohandas Gandhi wrote the following in 1909 about British rule in India.

To them I would respectfully say: "I admit you are my rulers. It is not necessary to debate the question whether you hold India by the sword or by my consent. I have no objection to your remaining in my country, but although you are the rulers; you will have to remain as servants of the people. It is not we who have to do as you wish, but it is you who have to do as we wish. You may keep the riches that you have drained away from this land, but you may not drain riches henceforth. Your function will be, if you so wish, to police India; you must abandon the idea of deriving any commercial benefit from us. We hold the civilization that you support to be the reverse of civilization. We consider our civilization to be far superior to yours. If you realize this truth, it will be to your advantage and, if you do not, according to your own proverb, you should only live in our country in the same manner as we do. You must not do anything that is contrary to our religions. It is your duty as rulers that for the sake of the Hindus you should eschew beef,

and for the sake of Mahomedans you should avoid bacon and ham. We have hitherto said nothing because we have been cowed down, but you need not consider that you have not hurt our feelings by your conduct. We are not expressing our sentiments either through base selfishness or fear, but because it is our duty now to speak out boldly. We consider your schools and courts to be useless. We want our own ancient schools and courts to be restored. The common language of India is not English but Hindi. You should, therefore, learn it. We can hold communication with you only in our national language.

Document 9

Source: Sarojini Naidu, an Indian nationalist, 1920.

I speak to you today as standing arraigned because of the blood-guiltiness of those who have committed murder in my country. I need not go into the details. But I am going to speak to you as a woman about the wrongs committed against my sisters. Englishmen, you who pride yourselves upon your chivalry, you who hold more precious than your imperial treasures the honour and chastity of your women, will you sit still and leave unavenged the dishonour, and the insult and agony inflicted upon the veiled women of the Punjab?

The minions of Lord Chelmsford, the Viceroy, and his martial authorities rent the veil from the faces of the women of the Punjab. Not only were men mown down as if they were grass that is born to wither; but they tore asunder the cherished Purdah,¹ that innermost privacy of the chaste womanhood of India. My sisters were stripped naked, they were flogged, they were outraged. These policies left your British democracy betrayed, dishonored, for no dishonor clings to the martyrs who suffered, but to the tyrants who inflicted the tyranny and pain. Should they hold their Empire by dishonoring the women of another nation or lose it out of chivalry for their honor and chastity? The Bible asked, "What shall it profit a man to gain the whole world and lose his own soul?" You deserve no Empire. You have lost your soul; you have the stain of blood-guiltiness upon you; no nation that rules by tyranny is free; it is the slave of its own despotism.

Document 10

Source: Late 19th c political cartoon by Lustige Blatter.

Chamberlain: “The lowest corner down yonder, must be painted red!”

Queen Victoria paints South Africa with blood.



DBQ #6

French Revolution

EUROPEAN HISTORY SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Agree or disagree with the following statement:
Despite the violence and terror, the French Revolution was based on the ideals of the Enlightenment.

Historical Background: Prior to the revolution in 1789, France had been ruled by an absolute monarchy and was a society with clearly defined social classes. The transformation from this to a radical republic was influenced by many factors. Prominent among the factors were ideas about human rights developed during the Enlightenment. The implementation of these ideas, however, took a violent course.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: John Locke, *Second Treatise on Government*, 1690

...such revolutions happen not upon every little mismanagement in public affairs. Great mistakes in the ruling part, many wrong and inconvenient laws, and all the slips of human frailty, will be born by the people without mutiny or murmur. But if a long train of abuses, prevarications and artifices, all tending the same way, make the design visible to the people, and they cannot but feel what they lie under, and see whither they are going; it is not to be wondered, that they should then rouse themselves, and endeavour to put the rule into such hands which may secure to them the ends for which government was at

first erected; and without which, ancient names, and specious forms, are so far from being better, that they are much worse, than the state of nature, or pure anarchy; the inconveniencies being all as great and as near, but the remedy farther off and more difficult.

Document 2

Source: Rousseau, *The Social Contract*, 1762

The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before." This is the fundamental problem of which the *Social Contract* provides the solution.

The clauses of this contract are so determined by the nature of the act that the slightest modification would make them vain and ineffective; so that, although they have perhaps never been formally set forth, they are everywhere the same and everywhere tacitly admitted and recognised, until, on the violation of the social compact, each regains his original rights and resumes his natural liberty, while losing the conventional liberty in favour of which he renounced it.

Document 3

Source: Emmanuel Joseph Sieyès: "What is the Third Estate?"

What is a nation? A body of associates, living under a common law, and represented by the same legislature, etc.

Is it not evident that the noble order has privileges and expenditures which it dares to call its rights, but which are apart from the rights of the great body of citizens? It departs there from the common law. So its civil rights make of it an isolated people in the midst of the great nation. This is truly *imperium in imperia*.

In regard to its political rights, these also it exercises apart. It has its special representatives, which are not charged with securing the interests of the people. The body of its deputies sit apart; and when it is assembled in the same hall with the deputies of simple citizens, it is none the less true that its representation is essentially distinct and separate: it is a stranger to the nation, in the first place, by its origin, since its commission is not derived from the people; then by its object, which consists of defending not the general, but the particular interest.

The Third Estate embraces then all that which belongs to the nation; and all that which is not the Third Estate, cannot be regarded as being of the nation.

What is the Third Estate?

It is the whole.

Document 4

Source: The Tennis Court Oath, June 20, 1789

The National Assembly, considering that it has been summoned to establish the constitution of the kingdom, to effect the regeneration of public order, and to maintain the true principles of monarchy; that nothing can prevent it from continuing its deliberations in whatever place it may be forced to established itself; and, finally, that wheresoever its members are assembled, there is the National Assembly; decrees that all members of this Assembly shall immediately take a solemn oath not to separate, and to reassemble wherever circumstances require, until the constitution of the kingdom is established and consolidated upon firm foundations; and that, the said oath taken, all members and each one of them individually shall ratify this steadfast resolution by signature

Document 5

Source: Declaration of the Rights of Man and of Citizens

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law.
10. No one shall be disquieted on account of his opinions, including his religious views, provided their manifestation does not disturb the public order established by law.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

Document 6

Source: Maximilien Robespierre (1758–1794)

Now, what is the fundamental principle of the democratic or popular government—that is, the essential spring which makes it move? It is virtue; I am speaking of the public virtue which effected so many prodigies in Greece and Rome and which ought to produce much more surprising ones in republican France; of that virtue which is nothing other than the love of country and of its laws.

It has been said that terror is the principle of despotic government. Does your government therefore resemble despotism? Yes, as the sword that gleams in the hands of the heroes of liberty resembles that with which the henchmen of tyranny are armed. Let the despot govern by terror his brutalized subjects; he is right, as a despot. Subdue by terror the enemies of liberty, and you will be right, as founders of the Republic. The government of the revolution is liberty's despotism against tyranny. Is force made only to protect crime? And is the thunderbolt not destined to strike the heads of the proud?

Document 7

Source: Marat attacks the nobility.

The plots and conspiracies are multiplying at an alarming rate. Scarcely does a week go by without another explosion. This is not surprising, however, ever since the stupid People have been content with breaking up the conspirators instead of executing them, ever since the People have allowed them to gather two steps away from where they had just been roused, ever since the People let them hold their secret meetings in broad daylight, ever since the People have respected those who have declared themselves to be inviolable. I am tired of repeating it, but as long as the conspirators are not killed, the conspiracies will not end. By dint of hatching new plots against public liberty, they will eventually succeed in destroying it.

Through underhandedly sapping liberty, these aristocratic conspirators are working today to overthrow it. They are doing this by filling the administrative bodies and the courts with their kind, by hiring only reactionaries of the old regime, by enlisting the services of all bureaucrats, and by corrupting the poor through bribing armies of informers, cutthroats, and bandits. By deluding the People and by winning them over with kindness, promises, and gifts, the nobility will succeed in putting them back in chains and bringing about the counterrevolution.

Their last plot that was just exposed consisted of arming the People against the People, and of having the Friends of Liberty's throats slit by the very hands of the poor who they are feeding. This horrible plot had been prepared at leisure. For a long time now, the ministers, and their agents in the provinces, have attracted to the capital a large number of the destitute, the dregs of the army, and the scum from every city in the kingdom.

Document 8

Source: "Proclamation of the Convention to the French People" (January 23, 1793)

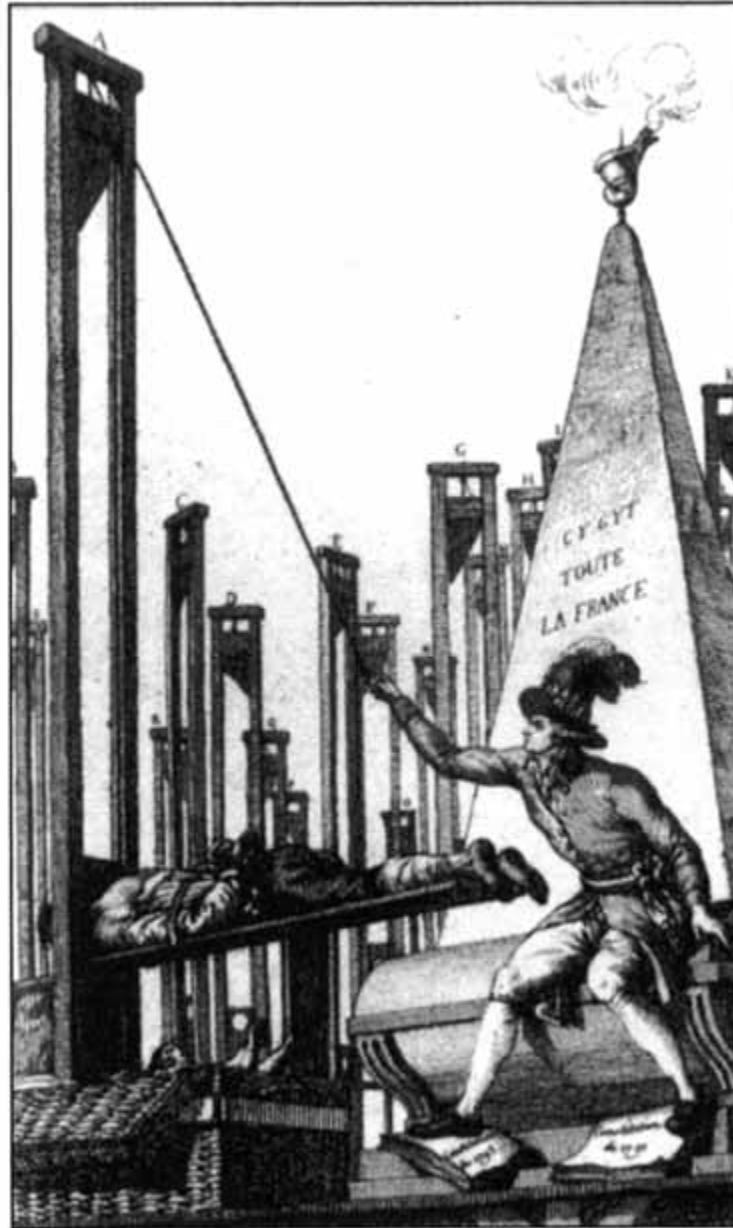
Citizens, the tyrant is no more. For a long time the cries of the victims, whom war and domestic dissensions have spread over France and Europe, loudly protested his existence. He has paid his penalty, and only acclamations for the Republic and for liberty have been heard from the people.

But the cause has ceased, and the motives have disappeared; respect for liberty of opinion must cause these tumultuous scenes to be forgotten; only the good which they have produced through the death of the tyrant and of tyranny now remains, and this judgment belongs in its entirety to each of us, just as it belongs to the entire nation. The National Convention and the French people are now to have only one mind, only one sentiment, that of liberty and civic fraternity.

Today the French people can have no other passion than that for liberty.

Document 9

Source: Sepulchritude



DBQ #7

World War I

EUROPEAN HISTORY
SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

Has a relevant thesis and supports that thesis with evidence from the documents.
Uses a majority of the documents.
Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. How important were treaties and military alliances in causing World War I?

Historical Background: Major historical events have multiple causes. World War I is no exception. However, alliances had become a way of life for European countries to seek security. By 1914, Europe had become divided into two rival groups—the Triple Alliance and the Triple Entente.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: Map of Europe 1914



Document 2

Source: Treaty between Great Britain, Austria, France, Prussia and Russia, on the one part, and the Netherlands, on the other.

In the Name of the Most Holy and Indivisible Trinity.

Her Majesty the Queen of the United Kingdom of Great Britain and Ireland, His Majesty the Emperor of Austria, King of Hungary and Bohemia, His Majesty the King of the French, His Majesty the King of Prussia, and His Majesty the Emperor of all the Russias, having taken into consideration their Treaty concluded with His Majesty the King of the Belgians, on the 15th of November 1831; and His Majesty the King of the Netherlands, Grand Duke of Luxembourg, being disposed to conclude a definite arrangement on the

basis of the 24 Articles agreed upon by the Plenipotentiaries of Great Britain, Austria, France, Prussia, and Russia on the 14th of October, 1831; their said Majesties have named for their Plenipotentiaries, that is to say: * * *

Who, after having communicated to each other their Full Powers, found in good and due form, have agreed upon the following Articles:

ARTICLE VII

Belgium within the limits specified in Articles I, II and IV shall form an independent and perpetually neutral State. It shall be bound to observe such neutrality toward all other States.

Document 3

Source: The Dual Alliance, 1879

7 October, 1879

The Dual Alliance Between Austria-Hungary and Germany

ARTICLE 1. Should, contrary to their hope, and against the loyal desire of the two High Contracting Parties, one of the two Empires be attacked by Russia the High Contracting Parties are bound to come to the assistance one of the other with the whole war strength of their Empires, and accordingly only to conclude peace together and upon mutual agreement.

ARTICLE 2. Should one of the High Contracting Parties be attacked by another Power, the other High Contracting Party binds itself hereby, not only not to support the aggressor against its high Ally, but to observe at least a benevolent neutral attitude towards its fellow Contracting Party.

Should, however, the attacking party in such a case be supported by Russia, either by an active cooperation or by military measures which constitute a menace to the Party attacked, then the obligation stipulated in Article 1 of this Treaty, for reciprocal assistance with the whole fighting force, becomes equally operative, and the conduct of the war by the two High Contracting Parties shall in this case also be in common until the conclusion of a common peace.

Document 4

Source: The Franco-Russian Alliance Military Convention

18 August, 1892
The Franco-Russian Alliance Military Convention

(This Convention was not made public until 1918.)

France and Russia, being animated by a common desire to preserve peace, and having no other object than to meet the necessities of a defensive war, provoked by an attack of the forces of the Triple Alliance against either of them, have agreed upon the following provisions:

1. If France is attacked by Germany, or by Italy supported by Germany, Russia shall employ all her available forces to attack Germany.

If Russia is attacked by Germany, or by Austria supported by Germany, France shall employ all her available forces to attack Germany.

2. In case the forces of the Triple Alliance, or of any one of the Powers belonging to it, should be mobilized, France and Russia, at the first news of this event and without previous agreement being necessary, shall mobilize immediately and simultaneously the whole of their forces, and shall transport them as far as possible to their frontiers.

Document 5

Source: The Triple Alliance

20 May, 1882
The Triple Alliance (First 8 Articles)

ARTICLE 1. The High Contracting Parties mutually promise peace and friendship, and will enter into no alliance or engagement directed against any one of their States.

They engage to proceed to an exchange of ideas on political and economic questions of a general nature which may arise, and they further promise one another mutual support within the limits of their own interests.

ARTICLE 2. In case Italy, without direct provocation on her part, should be attacked by France for any reason whatsoever, the two other Contracting Parties shall be bound to lend help and assistance with all their forces to the Party attacked.

This same obligation shall devolve upon Italy in case of any aggression without direct provocation by France against Germany.

Document 6

Telegram from the Imperial Chancellor, von Bethmann-Hollweg, to the German Ambassador at Vienna. Tschirschky, July 6, 1914

Berlin, July 6, 1914

Confidential. For Your Excellency's personal information and guidance

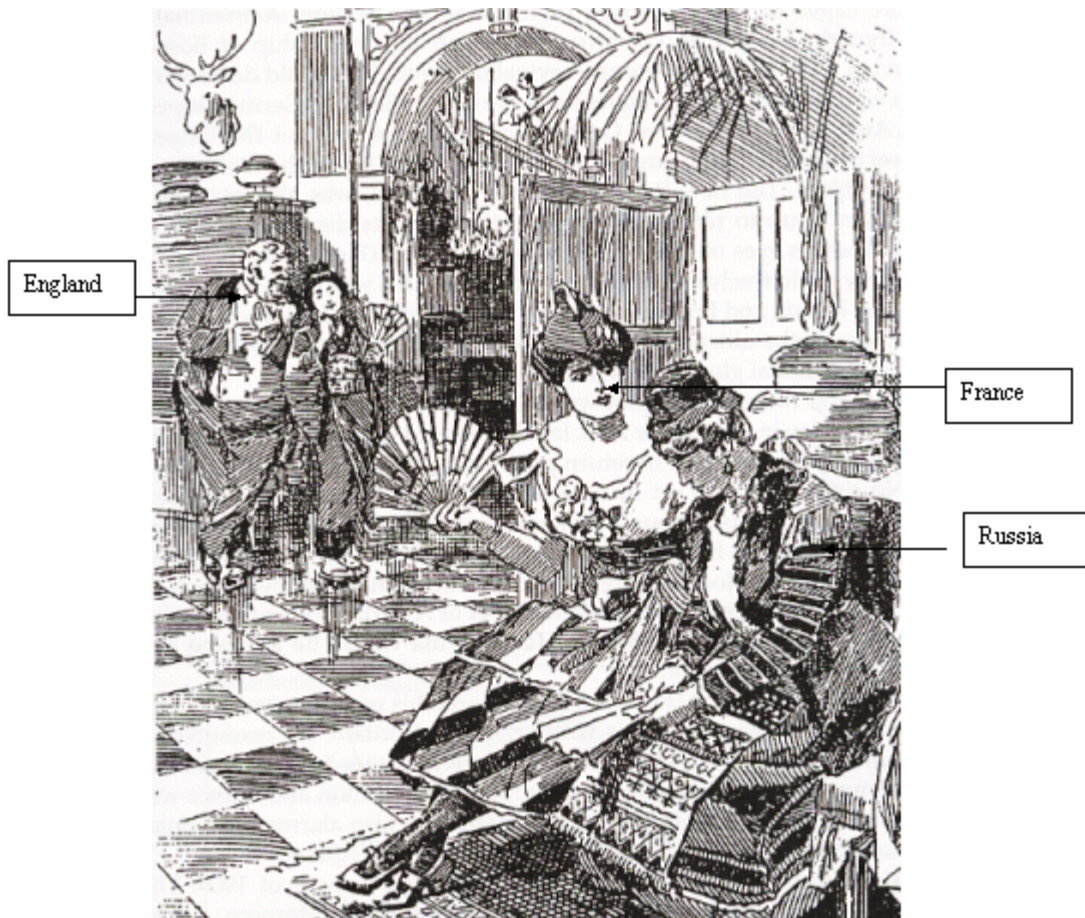
The Austro-Hungarian Ambassador yesterday delivered to the Emperor a confidential personal letter from the Emperor Francis Joseph, which depicts the present situation from the Austro-Hungarian point of view, and describes the measures which Vienna has in view. A copy is now being forwarded to Your Excellency.

I replied to Count Szagyeny today on behalf of His Majesty that His Majesty sends his thanks to the Emperor Francis Joseph for his letter and would soon answer it personally. In the meantime His Majesty desires to say that he is not blind to the danger which threatens Austria-Hungary and thus the Triple Alliance as a result of the Russian and Serbian Pan-Slavic agitation. Even though His Majesty is known to feel no unqualified confidence in Bulgaria and her ruler, and naturally inclines more to ward our old ally Rumania and her Hohenzollern prince, yet he quite understands that the Emperor Francis Joseph, in view of the attitude of Rumania and of the danger of a new Balkan alliance aimed directly at the Danube Monarchy, is anxious to bring about an understanding between Bulgaria and the Triple alliance [...]. His Majesty will, further more, make an effort at Bucharest, according to the wishes of the Emperor Francis Joseph, to influence King Carol to the fulfilment of the duties of his alliance, to the renunciation of Serbia, and to the suppression of the Rumanian agitations directed against Austria-Hungary.

Finally, as far as concerns Serbia, His Majesty, of course, cannot interfere in the dispute now going on between Austria-Hungary and that country, as it is a matter not within his competence. The Emperor Francis Joseph may, however, rest assured that His Majesty will faithfully stand by Austria-Hungary, as is required by the obligations of his alliance and of his ancient friendship.

BETHMANN-HOLLWEG

Document 7

Source: *Punch*, 1905

Punch 11 October 1905

France (to Russia): 'Aren't you going to dance with Mr Bull?'

Russia: 'I think I should rather like to if he did not tread on my toes'

France: 'Oh but he won't. He's improved immensely. I find him adorable'

Document 8

Source: The Triple Entente Declaration on No Separate Peace, September 4, 1914

DECLARATION

M. Delcasse, Minister for Foreign Affairs, to the French Ambassadors and Ministers abroad

Paris, September 4, 1914

The following declaration has this morning been signed at the Foreign Office at London: The undersigned duly authorized thereto by their respective Governments hereby declare as follows: --

"The British, French, and Russian Governments mutually engage not to conclude peace separately during the present war. The three Governments agree that when terms of peace come to be discussed, no one of the Allies will demand terms of peace without the previous agreement of each of the other Allies."

DBQ #8

Industrial Revolution in Great Britain

EUROPEAN HISTORY SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Did the Industrial Revolution improve life in Great Britain?

Historical Background: With its natural resources both in the country and in its colonies, and with a large supply of workers, Great Britain was in a favorable position to launch an “Industrial Revolution” during the 19th century. The effects on the population have been much debated.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: News report October 27, 1829.

The steam locomotive "*Rocket*", built by Robert Stephenson and Company of Newcastle Upon Tyne, has won the Rainhill Trials. These trials, held over the last few weeks, were organised by the owners of the Liverpool and Manchester Railway which, though still under construction, is due to open next year. A prize of £500 has been awarded to Stephenson and, in addition, the contract to supply locomotives for the Liverpool and Manchester Railway.

The "*Rocket*" has performed consistently well over the last three weeks of trials pulling a full weight at thirteen miles an hour and a carriage of passengers at up to 25 miles an hour. It was the only locomotive to fulfill all the conditions set down by the Liverpool and Manchester Railway.

The Liverpool and Manchester Railway is expected to open by the autumn of next year and this should usher in a new era in transportation, both of goods and of people. And we expect Stephenson's "*Rocket*" and other locomotives produced by George and Robert Stephenson to be at the forefront of this transport revolution.

Document 2

Source: Fanny Kemble, actress, writing about the opening of the Liverpool and Manchester Railway, 1830.

The most intense curiosity and excitement prevailed, and though the weather was uncertain, enormous masses of densely packed people lined the road, shouting and waving hats and handkerchiefs as we flew by them. We travelled at 35 miles an hour (swifter than a bird flies). When I closed my eyes this sensation of flying was quite delightful.

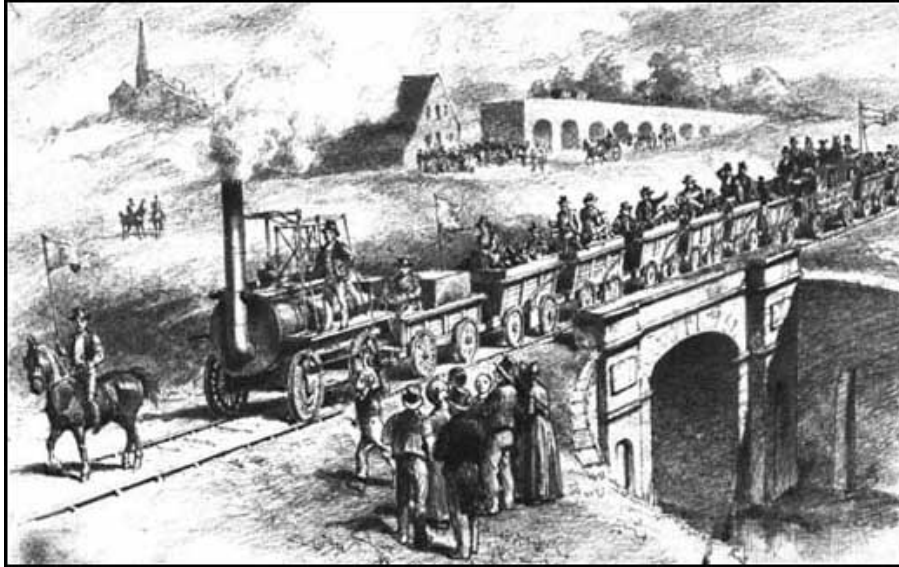
I had been unluckily separated from my mother in the first distribution of places, but by an exchange of seats which she was enabled to make she rejoined me when I was at the height of my ecstasy, which was considerably damped by finding that she was frightened to death, and intent upon nothing but devising means of escaping from a situation which appeared to her to threaten with instant annihilation herself and all her travelling companions.

When we neared Manchester the sky grew cloudy and dark, and it began to rain. The vast concourse of people who had assembled to witness the triumphant arrival of the successful travellers was of the lowest orders of mechanics and artisans, among whom great distress and a dangerous spirit of discontent with the government at that time prevailed. Groans and hisses greeted the carriage, full of influential personages, in which the Duke of Wellington sat.

High above the grim and grimy crowd of scowling faces a loom had been erected, at which sat a tattered, starved-looking weaver, evidently set there as a representative man, to protest against the triumph of machinery and the gain and glory which the wealthy Liverpool and Manchester men were likely to derive from it.

Document 3

Source: *The Locomotion* pulling cars.



Document 4

Source: Friederich Engels: *Industrial Manchester*, 1844

Everywhere heaps of debris, refuse, and offal; standing pools for gutters, and a stench which alone would make it impossible for a human being in any degree civilised to live in such a district. The newly-built extension of the Leeds railway, which crosses the Irk here, has swept away some of these courts and lanes, laying others completely open to view. Immediately under the railway bridge there stands a court, the filth and horrors of which surpass all the others by far, just because it was hitherto so shut off, so secluded that the way to it could not be found without a good deal of trouble. I should never have discovered it myself, without the breaks made by the railway, though I thought I knew this whole region thoroughly

Document 5

Source: Edward Chadwick

Some historians have considered trends in real income, because these are the only measurable criteria, as though they are the only valid ones. But, in terms of life itself, it really mattered little how a labourer's wage varied between, say, 12s and 15s a week, if a dwelling-house with water supply, sewers and sanitation, in paved and drained streets, none capable, in other words, of safeguarding a normal span of human life, could not be afforded on any income under, say, 30s a week. Other historians have studied housing in terms of bricks and mortar per acre, or people per house, as though a few cubic feet more or less made all the difference. The quality and duration of life are social variables which

have always depended upon an almost infinite range of economic and social factors, the most important of which in modern times are levels of real income, the degree of adulteration of food, the quantity and quality of housing, sanitation, paving, sewerage, water supply, open spaces, working conditions, and the public provision of the basic social services, of which education stands at the head of the list. Only some of these factors are capable of statistical measurement.

. . . If the decline of the death rate had continued after the first decade of the nineteenth century, it is just possible that existing institutions and existing policies might have been able to cope with the social problems of urban development. But the earlier reduction of mortality was itself the means of releasing upon the hapless cities a flood of immigrants from the surrounding countryside which inflated the subsequent difficulties beyond all hope of solution under existing regimes. However, so inured were the men of the eighteenth and early nineteenth centuries to the toll of disease, to the shortness of the span of urban human life, that they were unlikely to be moved by only a slight rise in the death rate, which, in any case, was not easily detectable in the short-run fluctuations produced by epidemics.

Document 6

Source: Joseph Hebergam—interviewed by Michael Sadler and his House of Commons Committee on 7th July, 1832.

Question: At what age did you start work?

Answer: Seven years of age.

Question: At whose mill?

Answer: George Addison's Bradley Mill, near Huddersfield.

Question: What were your hours of labour?

Answer: From five in the morning till eight at night.

Question: What intervals had you for refreshment?

Answer: Thirty minutes at noon.

Question: Had you no time for breakfast or refreshment in the afternoon?

Answer: No, not one minute; we had to eat our meals as we could, standing or otherwise.

Question: You had fourteen and a half hours of actual labour, at seven years of age?

Answer: Yes.

Question: Did you become very drowsy and sleepy towards the end of the day?

Answer: Yes; that began about three o'clock; and grew worse and worse, and it came to be very bad towards six and seven.

Question: How long was it before the labour took effect on your health?

Answer: Half a year.

Question: How did it affect your limbs?

Answer: When I worked about half a year a weakness fell into my knees and ankles: it continued, and it got worse and worse.

Question: How far did you live from the mill?

Answer: A good mile.

Question: Was it painful for you to move?

Answer: Yes, in the morning I could scarcely walk, and my brother and sister used, out of kindness, to take me under each arm, and run with me to the mill, and my legs dragged on the ground; in consequence of the pain I could not walk.

Question: Were you sometimes late?

Answer: Yes, and if we were five minutes too late, the overlooker would take a strap, and beat us till we were black and blue.

Question: When did your brother start working in the mill?

Answer: John was seven.

Question: Where is your brother John Working now?

Answer: He died three years ago.

Question: What age was he when he died?

Answer: Sixteen years and eight months.

Question: What was his death attributed to?

Answer: He died from a spinal affection after working long hours in the factory?

Question: Did his medical attendants state that the spinal affection was owing to his having been so over-laboured at the mill?

Answer: Yes.

Question: Have you found that, on the whole, you have been rendered ill, deformed and miserable, by the factory system?

Answer: Yes. If I had a thousand pounds, I would give them to have the use of my limbs again.

Document 7

Source: No. 104—The Penny Magazine—Nov. 16, 1833

A Well-Conducted Factory.

(From a Correspondent.)

THE general tenure of the evidence given before the Factory Commissioners goes to show that, although there may be great abuses in many establishments in which children are employed, extensive factories may, and do, exist where the light spirits of youth are still buoyant and unbroken by undue labor and restraint, and where the industry of the young not only contributes to the increase of our national wealth, but also to their own advantage. In many factories they are not only usefully employed, but, at the same time, are trained up in those habits of morality and good feeling which are most likely to ensure their own lasting happiness and to make them valuable members of society.

In the manufactory of Mr. Wood about six hundred persons, principally girls, are employed. When we arrived it was the hour allotted to dinner and recreation; and the young people were joyously sporting in the open yard of the factory, like children out of school. After witnessing for some time this scene of unrestrained freedom from toil, the period for renewed industry arrived, and we were ushered into the mill. This we found as clean, as light, and as comfortable as a drawing-room, or rather as a series of drawing-rooms, for there are several floors filled with machinery. The children, in resuming their work, had not lost their cheerful look, but set about their tasks in a manner which proved that these were any thing but irksome to them. Seats are provided for the accommodation of the young folks when they are not actually employed, which state of leisure, from the nature of their occupation, very frequently occurs. The little work-people seemed quite delighted to see their employer; their faces brightened up, and their eyes sparkled as he came near and spoke to them; indeed he appeared to be more like a father among them, and an affectionate one too, than like a master; patting them on the head, chucking them under the chin, and addressing them according to their ages.

A schoolmaster resides on the premises, and Mr. Wood allows other poor children, besides those employed in his own mill, to attend the school. A medical man is engaged to visit the factory weekly to examine into the general health of the children, besides which he gives more frequent attendance to those who may be ill.

...With regard to the hours of work, the Factory Bill recently passed will just make a difference of ten minutes during the day in the time of their employment.

Mr. Wood is a wool-sorter and wool-comber, as well as a spinner; and in those branches employs men of some skill, who appeared to be very decent; not one did we see who bore the marks of vice or drunkenness about him. They seemed to be on the best of terms with their employer. Whenever he entered any room where they were at work, he addressed them with "Good morning, how do you all do?" which was answered by an inquiry about his health, and an addition in one or two cases of, "It is some days since we have seen you, Sir." In fact, all seemed glad to see him, as if it were felt and fully recognized that his was the grateful task to watch over and promote the general good, and that only one common interest existed between them. Happy is it for society when the employer and the employed have such a connection of mutual good-will between them, and most happy are those who can combine with their own gainful pursuits the gratification which always accompanies warm-hearted and enlightened benevolence.

Document 8

Source: No. 215—The Penny Magazine—Aug. 8, 1835

Decrease of Population, and Mortality in "London within the Walls."—In the beginning of the last century the population of London within the Walls was not much less than 140,000, as proved by deduction from the Parish Registers; and the annual mortality was as one to twenty of that population. In the year 1750, the population had decreased to 87,000; and fortunately for the health of the citizens, space continues to become more and more valuable for counting-houses and warehouses than for human habitation, so that the population of the city within the walls became 78,000 in the year 1801, and is now diminished to 55,778, the rate of mortality being now less than one in forty.—Appendix to Parish Register Abstract for 1831.

DBQ #9

The Reformation

EUROPEAN HISTORY SECTION II

(Suggested writing time—45 minutes)

Directions: The following question is based on the accompanying documents. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents.

1. Using the documents, analyze the differences between Protestants and Catholics in terms of doctrine and practice around the time of the Protestant Reformation led by Martin Luther.

Historical Background: Throughout the history of Europe, the Catholic Church had been at the center of people's lives. The Catholic church taught its traditional beliefs through the clergy and exercised its authority. But in 1517 corruption and false teaching led Martin Luther to challenge the Catholic Church. This led to a split that created the Protestant church.

All sources below can be found online at <http://www.socialstudies.com/dbqlinks.html>.

Document 1

Source: Thomas a Kempis, from *The Imitation of Christ*.

It means very little if one can discourse extensively of the Holy Trinity but be lacking in humility, for sublime use of words do not make a person holy but a virtuous life makes one dear to God. Thus, it is better to show compunction, that is, sorrow for the sufferings and weaknesses of others, than to be able to define the word compunction.

Document 2

Source: a Catholic historian.

. . . there is no doubt that Tetzel did, according to what he considered his authoritative instructions, proclaim as Christian doctrine that nothing but an offering of money was required to gain the Indulgence for the dead, without there being any question of contrition or confession. He also taught, in accordance with an opinion then held, that an Indulgence could be applied to any given soul with unfailing effect. The Papal Bull of Indulgence gave no sanction whatever to this proposition. It was a vague scholastic opinion. In 1477 Pope Sixtus had expressly taught that the Church applies Indulgences for the dead “by way of suffrage,” for the souls in Purgatory are no longer subject to her jurisdiction. They receive Indulgences not directly, but indirectly, through the intercession of the living.

Document 3

Source: German woodcut, late 15th century



Document 4

Source: Johann Eck, official of the Archbishop of Trier, Diet of Worms, 1521

Martin, your plea to be heard from Scripture is the one always made by heretics. How can you assume that you are the only one to understand the sense of Scripture? Would you put your judgment above that of so many famous men and claim that you know more than them all?

You have no right to call into question the most holy orthodox faith, instituted by Christ, the perfect lawgiver, proclaimed throughout the world by the apostles, sealed by the red blood of the martyrs, confirmed by the sacred councils, defined by the church in which all our fathers believed until death and gave to us as an inheritance, and which now we are forbidden by the pope and the emperor to discuss lest there be no end of debate.

I ask you, Martin—answer candidly and without horns—do you or do you not repudiate your books and the errors which they contain?

Document 5

Source: Martin Luther, responding to Eck, Diet of Worms, 1521

Since then your majesty and your lordships desire a simple reply, I will answer without horns and without teeth. Unless I am convinced by Scripture and plain reason – I do not accept the authority of popes and councils, for they have contradicted each other – my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. God help me. Here I stand. I cannot do otherwise. Amen.

Document 6

Source: the “Twelve Articles,” Zwinglian Protestants, Zurich, 1525

. . . we should have power and authority so that each community should choose and appoint a pastor, and that we should have the right to depose him should he conduct himself improperly.

According as the just tithe is established by the Old Testament and fulfilled in the New, we are ready and willing to pay the fair tithe of grain. We will that, for the future, our church provost, whomsoever the community may appoint, shall gather and receive this tithe. From this he shall give to the pastor, a decent and sufficient maintenance for him and his. . . What remains over shall be given to the poor of the place, as the circumstances and the general opinion demand.

In the twelfth place it is our conclusion and final resolution, that if any one or more of the articles here set forth should not be in agreement with the word of God, as we think they are, such article we will willingly recede from when it is proved really to be against the word of God by a clear explanation of the Scripture.

Document 7

Source: New Testament, Ephesians 2:9

For by grace you have been saved through faith, and this is not from you; it is the gift of God: it is not from works, so no one may boast.

Document 8

Source: Morning Offering, from a Catholic prayer book

O Jesus through the Immaculate Heart of Mary,
I offer You all my prayers, works, joys and sufferings of this day,
for all the intentions of Your Sacred Heart,
in union with the Holy Sacrifice of the Mass throughout the world,
in reparation for my sins, for the intentions of all our associates,
and in particular for the intentions of the Holy Father. Amen.