Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout history, problems emerged that individuals wanted to address. Individuals such as Bartolomé de Las Casas, Maximilien Robespierre, and Mohandas Gandhi took different actions in their attempts to address problems. Their actions met with varying degrees of success.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select two individuals mentioned in the historical context and for each
- Describe a problem this individual addresses
- Describe how this individual attempted to address the problem
- Discuss whether this individual was successful or unsuccessful in solving the problem

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) describe means “to illustrate something in words or tell about it”
(b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”
Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

… The West Indian experience from the time of Columbus’ first voyage was one of Indian labor for Spanish masters. When this labor was not given “voluntarily” it was extracted by force. As Spaniards arrived in increasing numbers, the need for labor became more pressing, and the burden upon Indian manpower progressively more severe. Spaniards raided Indian communities, took captives, and, in order to prevent escape or to ensure the full measure of work, practiced large-scale enslavement. Columbus, at first, appears to have made some attempt to regulate this forced labor, but without appreciable [noticeable] success. In general the first Spanish contacts with the natives of America followed the precedent of European contact with the natives of Africa, and the practicality and legitimacy of enslavement were everywhere assumed.….  

Source: Charles Gibson, Spain in America, Harper Torchbooks (adapted)

1 According to Charles Gibson, what was one problem faced by the West Indian native population during Spanish colonization? [1]
2 Based on these documents, state one action Bartolomé de Las Casas took to address the problems faced by Native Americans. [1]
During the reigns of Charles V and his successors, the Spanish monarchy reacted to Bartolomé de Las Casas in different ways.

… In response to both his fear and conscience, Charles promulgated [instituted] the New Laws in 1542. They forbade the enslavement of the Indians, their compulsory personal service, the granting of new encomiendas, and the inheritance of encomiendas. More positively they declared the Indians to be free persons, vassals of the crown, and possessed of their own free will. The colonists protested vehemently [passionately]. Rebellion threatened Mexico; in Peru encomenderos [holders of encomiendas] rose up to defy the law. Once again under extreme pressure, the monarch modified some of the laws and revoked others. Still, although the encomienda would continue for some time in parts of the sprawling American empire, the king had checked [limited] it. After the mid-sixteenth century the institution waned [faded away]. The state [Spanish monarchy] exerted even greater control over the declining Indian population….

Source: E. Bradford Burns, *Latin America: A Concise Interpretive History*, Prentice Hall (adapted)

3a According to E. Bradford Burns, what was **one** way the New Laws addressed the problem Bartolomé de Las Casas had identified? [1]

3b According to E. Bradford Burns, what was a response of the Spanish monarch when the Spanish colonists protested against the New Laws? [1]
Document 4

This is an excerpt from a speech given on September 25, 1793 by Maximilien Robespierre to the National Convention justifying measures taken by the Committee of Public Safety.

French Revolution: 1793

… Individuals are not at issue here; we are concerned with the homeland and principles. I tell you plainly: it is impossible, in this state of affairs, for the Committee to save the state; and if anyone disagrees, I will remind you just how treacherous and extensive is the scheme for bringing us down and dissolving us; how the foreigners and internal enemies have agents paid to execute it; I will remind you that faction is not dead; that it is conspiring from the depths of its dungeons; that the serpents of the Marais have not yet all been crushed…. I know we cannot flatter ourselves that we have attained perfection; but holding up a Republic surrounded by enemies, fortifying reason in favour of liberty, destroying prejudice and nullifying individual efforts against the public interest, demand moral and physical strengths that nature has perhaps denied to those who denounce us and those we are fighting….

Source: Maximilien Robespierre, “Extracts from ‘In Defence of the Committee of Public Safety and Against Briez,’” September 25, 1793, in Virtue and Terror, Verso (adapted)

4 From Robespierre’s perspective, what was one threat the government of France faced in 1793? [1]
Document 5a

… When he entered the Committee [of Public Safety], Maximilien [Robespierre] persuaded the other members to accept new procedures, to reorganize the clerical staff and to hold weekly meetings with the other Committee [of General Security]. The press, which, from intimate knowledge, the leader regarded as dangerous, was to be temporarily deprived of its freedom. Only when true democracy had been established would it be possible to allow journalists to have their say again! In all such decisions, the will and interests of the majority of citizens of France were both the pretext [alleged reason] and the inspiration. In other words: the government was to remain revolutionary until peace had been restored and all enemies put to flight.…

Source: John Laurence Carr, Robespierre: The Force of Circumstance, St. Martin’s Press

5a According to John Laurence Carr, what was one change Robespierre persuaded the government to make to address the threat to the revolution? [1]

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Document 5b

The Law of Suspects

This law, passed on 17 September 1793 [by Robespierre and the National Convention], authorized the creation of revolutionary tribunals to try those suspected of treason against the Republic and to punish those convicted with death. This legislation in effect made the penal justice system into the enforcement arm of the revolutionary government, which would now set as its primary responsibility not only the maintenance of public order but also the much more difficult and controversial task of identifying internal enemies of the Republic—such as “profiteers” who violated the Maximum [decrée to fix prices]—and then removing them from the citizenry, where they might subvert [sabotage] the general will.…

Source: Liberty, Equality, Fraternity: Exploring the French Revolution, online site, a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project

5b According to this document, in what way did the Law of Suspects address the threats against the government? [1]
Document 6a

TIMETABLE, 1794

... July 27: The Convention ordered the arrest of Robespierre and his friends. They were taken to the Luxembourg. The jailer refused to lock them up. They left and went to the Town Hall to plan their next move. They could have beaten the Convention, but the Paris Commune did not help in time. They were declared to be outlaws and arrested again.

July 28 (early morning): The Convention made Robespierre and his friends outlaws and arrested them at the Town Hall. Now either Robespierre was shot, or he shot himself. He was wounded.

July 28: Robespierre and 21 friends went to the guillotine....

Source: Jane Shuter, ed., Helen Williams and the French Revolution, Raintree Steck-Vaughn (adapted)

6a According to Jane Shuter, what was one consequence Robespierre faced as a result of his actions? [1]

Score

Document 6b

... By 1795, the Revolutionary armies had restored peace to the French borders, but, once again, turmoil threatened to sweep across France itself. The National Convention (now controlled by the moderate and conservative representatives, who had condemned Robespierre) could not prevent new outbreaks of radical demonstrations....

Source: Sean Connolly, The French Revolution, Heinemann Library

6b According to Sean Connolly, what was one issue France faced after Robespierre was removed from power? [1]

Score
… More and more as years go by a feeling of unrest is growing in India. More and more as the people understand their place in the Empire is a spirit of discontent prevailing [spreading throughout] its three hundred millions of inhabitants. And more and more as they realise that amid the differences of creed and caste is one basic nationality, does agitation spread and take the form of definite demands for the fulfilment of the solemn assurances of the British Government that they should be given the ordinary rights of British subjects. It is impossible that national aspirations can be for ever repressed, and equally impossible for India to remain a “dependency” in an Empire to which it contributes more than half the population. Is it then surprising that the teeming millions of India should be dissatisfied with being ruled by a number of too-often self-sufficient and unsympathetic aliens, ignorant of the genius of the people? Not even the “mild” Hindu can bear this for ever. Is it possible for the patriotic spirits of a people with the glorious traditions of India to be content with serfdom?…

Source: Gandhi, Indian Opinion, September 2, 1905

7 According to Gandhi, what is one issue India was facing in the early 1900s?  [1]
Based on this excerpt from a graphic novel, state one action Gandhi suggests the Indian people take against the British. [1]
… By war’s end, Britain was ready to let India go. But the moment of Gandhi’s greatest triumph, on August 15, 1947, was also the hour of his defeat. India gained freedom but lost unity when Britain granted independence on the same day it created the new Muslim state of Pakistan. Partition dishonored Gandhi’s sect-blind creed. “There is no message at all,” he said that day and turned to fasting and prayer.…


9 Based on these documents, what was one reason Gandhi’s greatest triumph was also seen as his defeat? [1]
Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least four documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, problems emerged that individuals wanted to address. Individuals such as Bartolomé de Las Casas, Maximilien Robespierre, and Mohandas Gandhi took different actions in their attempts to address problems. Their actions met with varying degrees of success.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Select two individuals mentioned in the historical context and for each

- Describe a problem this individual addresses
- Describe how this individual attempted to address the problem
- Discuss whether this individual was successful or unsuccessful in solving the problem

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from at least four documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme