

# D.B.Q.:

## INTERNAL CONFLICT OR REVOLUTIONS IN WORLD HISTORY

**This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purpose of the question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.**

### **HISTORICAL CONTEXT:**

Throughout world history, revolutions in different areas of the world have forever affected the way people think and live. A common thread among revolutions is that they have specific causes and effects. In the end, revolution is about change – change that continues to affect human history.

**TASK:** Using 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:

- **Discuss two major cause of two revolutions** (one of these choices must be the French Revolution)
- **Describe two major effects of each of the revolutions chosen**
- **Explain which revolution, in your opinion, had the greatest impact on the world**

\* You must use at least 8 of the documents in your essay  
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BRAINSTORM

## PART A: Short-answer questions

*DIRECTIONS:* Analyze the documents and answer the short-answer questions (scaffolding questions) that follow each document in the space provided.

### DOCUMENT 1

1.

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

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

**June 10, 1789:** The lack of bread is terrible. Stories arrive every moment from the great provinces of riot... The price of bread has risen above the commoners' ability to pay. This causes great misery.

**July 1789:** ... I was joined by a poor woman who complained of the hard times. "The *tailles* (defined above) and feudal dues (rents owed the lords) are crushing us," she said.

Arthur Young - *TRAVELS IN FRANCE (1787-1789)*

Arthur Young

1. Cite two problems that a commoner faced before the French Revolution: (2)

1.

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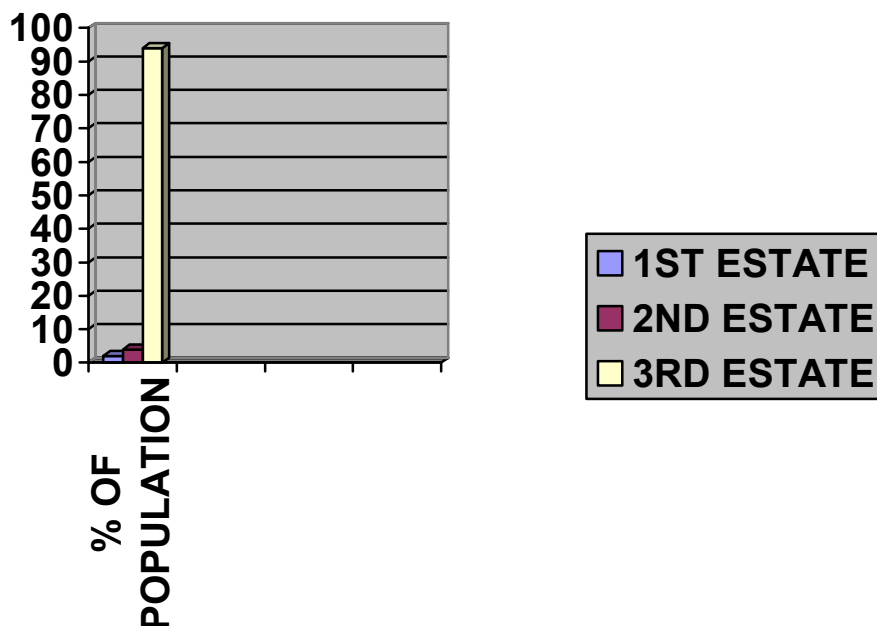
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Score

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### DOCUMENT 2



## DBQ CONTINUED

1. Which estate made up the vast majority of the population? (1)

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Score

2. Why was this a problem? (2)

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Score

## DOCUMENT 3

“If the government fails to fulfill the end for which it is established – the preservation of the individual’s right to life, liberty, and property – the people have a right to dissolve (overthrow) that government.”

John Locke – *Second Treatise on Government* (1690)

1. According to John Locke, when do the people have the right to overthrow a government? (2)

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Score

## DOCUMENT 4



## DBQ CONTINUED

1. How is Napoleon portrayed in this painting? (2)

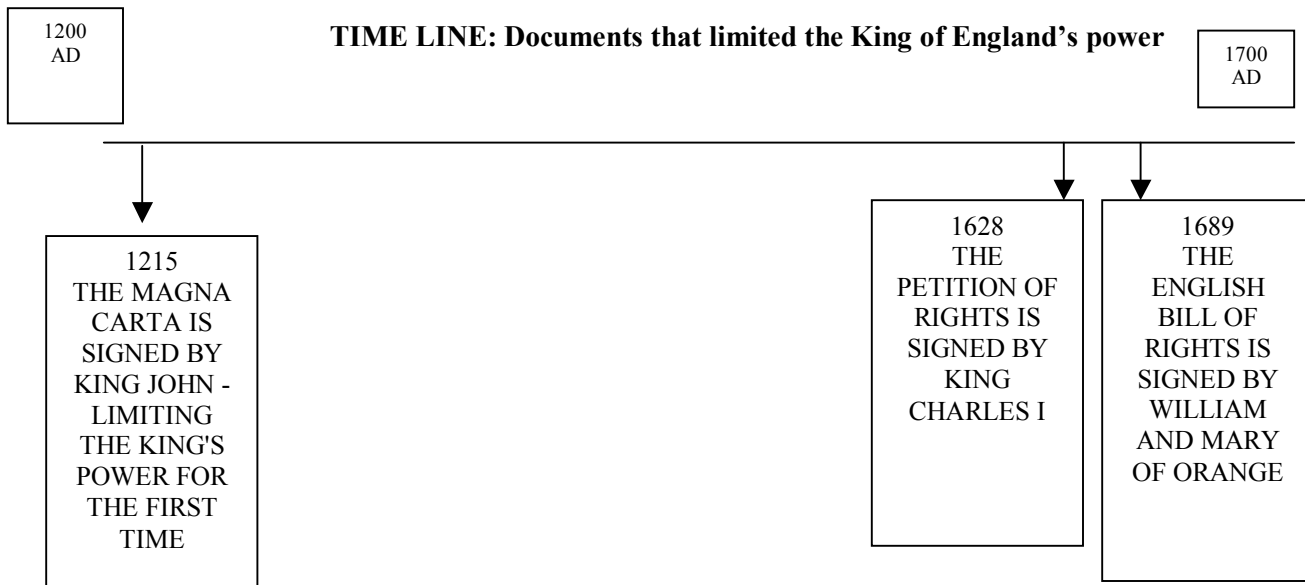
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Score

### DOCUMENT 5



1. What was the importance of the Magna Carta? (1)

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Score

2. What does this time line suggest about the struggle between the King of England and Parliament? (2)

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Score

## DBQ CONTINUED

### DOCUMENT 6

PROSECUTOR: (Begins to read. He accuses Charles I of ruling without Parliament and of starting the English Civil War. He ends by saying...) Charles I is a tyrant, traitor, murderer, and enemy to England. (Charles I laughs)

CHARLES I: First tell me by what authority I am brought here. I mean lawful authority. There are many unlawful authorities in the world – thieves and robbers. Remember I am your king, your lawful king.

*A FEW DAYS LATER*

CHARLES I: I desire to say a few words.

BRADSHAW: No sir.

CHARLES I: I desire you grant me a hearing before sentence is passed.

BRADSHAW: No, you have delayed justice long enough. You are found guilty as a tyrant, traitor, murderer, and public enemy. Clerk, read the sentence.

CLERK: The said Charles I shall be put to death by the cutting of his head from his body.

- The trial of King Charles I by Parliament (January 1649)

1. What do these exchanges reveal about Charles I attitudes and beliefs about his role as King of England (3)?

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Score

### DOCUMENT 7

- That the pretended power of suspending of laws or the execution of laws (passing and enforcing of laws) by regal (the King's) authority without consent of parliament is illegal.
- That it is the right of the subjects to petition the king (ask the King to help their cause) and all commitments and prosecutions (punishing the petitioners) for such petitioning are illegal.
- That the raising or keeping a standing army within the kingdom in times of peace unless it be with the consent of parliament is against law.
- That excessive bail ought not to be required nor excessive fines imposed nor cruel and unusual punishments inflicted.
- That the freedom of speech and debates or proceedings in parliament ought not to be impeached or questioned in any court or place out of parliament.

*EXCERPTS FROM THE ENGLISH BILL OF RIGHTS 1689*

1. Cite two ways that the King's power was limited under the English Bill of Rights? (2)

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Score

**DBQ CONTINUED**

2. Which body in England's government gained more power as a result of the Glorious Revolution? (1)

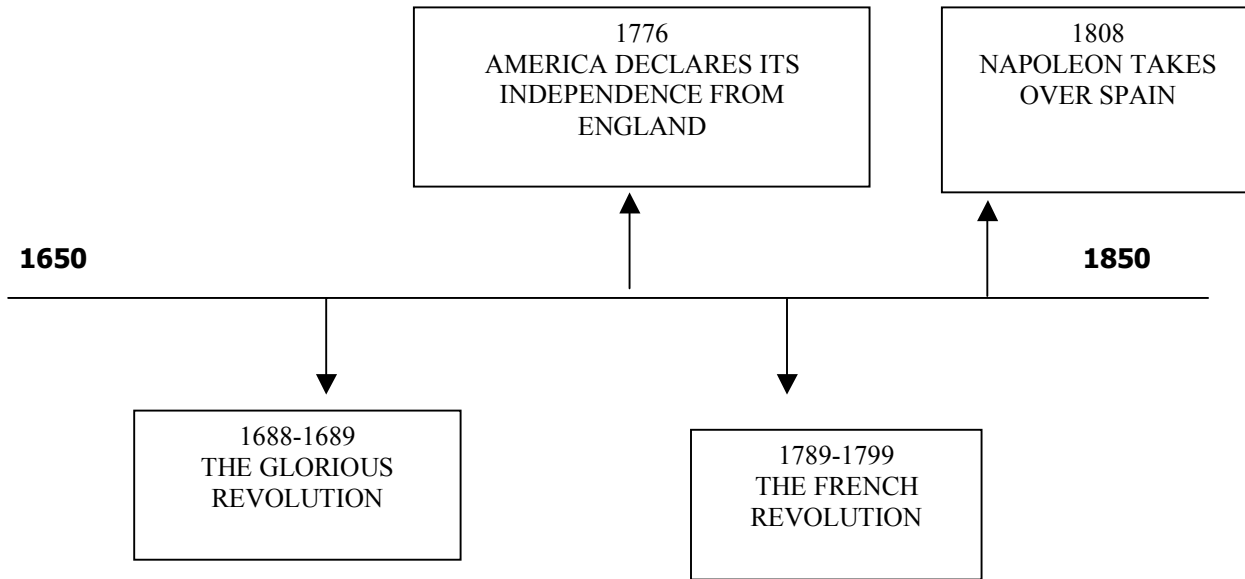
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**DOCUMENT 8**

**TIMELINE: FOUR EVENTS**



1. Why is the English Revolution considered so important in World History? (2)

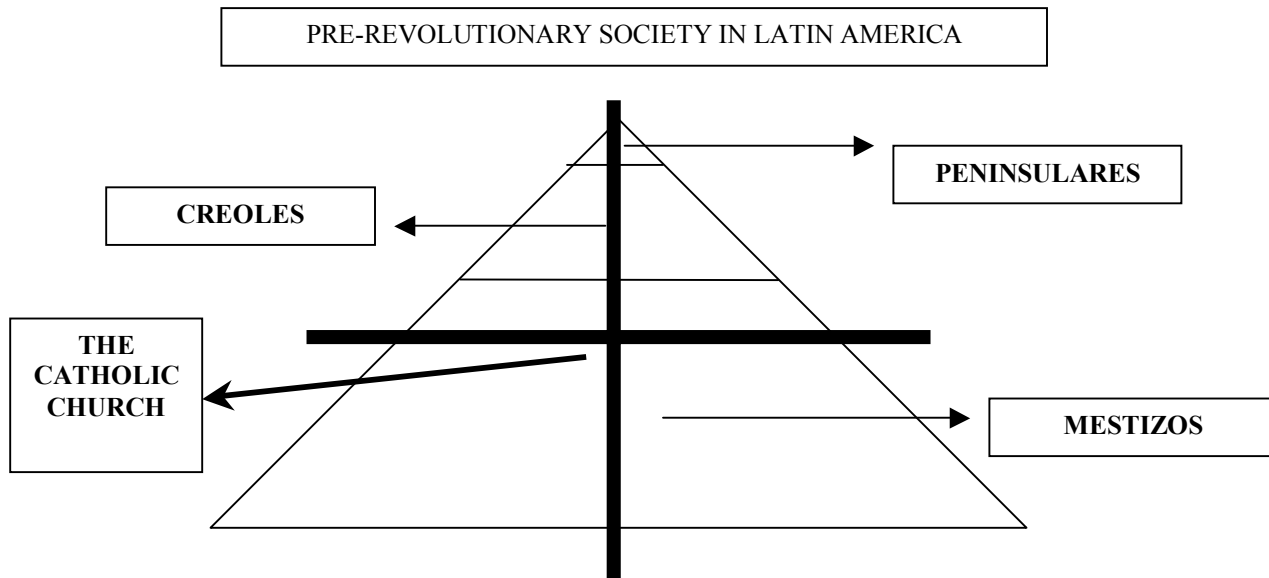
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Score

## DBQ CONTINUED

### DOCUMENT 9



1. Which social class represented that class with the fewest rights, both economically and politically? (1)

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Score

2. Why does the cross, represented the Catholic Church, intercept all areas of the pre-Revolution social structure? (3)

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Score

### DOCUMENT 10

“Independence from Spain did not bring about much change in social conditions in Latin America. Catholicism remained the official religion, and Church and government continued to be closely tied. The new countries also continued to maintain a separation between upper and lower classes. The dominant group was now the Creoles instead of the peninsulares. Creoles owned the best land and controlled business and government. ... Even today there still remains a vast (big) gap between the ruling rich and the underprivileged poor.”

*World History: The Human Experience* (page 670)

## DBQ CONTINUED

1. According to the passage, briefly explain why the post-revolutionary society in Latin America is not much different from that of the pre-Revolutionary society: (2)

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Score

### DOCUMENT 11

“Moved by your misfortunes, we have been unable to observe with indifference the afflictions you (the natives) were forced to experience by the barbarous Spaniards, who have ravished you, plundered you and brought you death and destruction. They have violated the sacred rights of nations. Let the monsters (the Spanish) who infest Colombian soil, who have drenched it with blood, be cast out forever...

Simon Bolivar 1813

1. What was the major goal of Simon Bolivar according to this document? (2)

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Score

### DOCUMENT 12

*Arise you children of our Motherland,  
Oh now is here our glorious day!  
Over us the bloodstained banner  
Of tyranny holds sway!  
Of tyranny holds sway!  
Oh, do you hear there in our fields  
The roar of those fierce fighting men?  
Who came right here into our midst  
To slaughter sons, wives and kin.  
To arm, oh citizens!  
Form up in serried ranks!  
March on, march on!  
And drench our fields  
With the tainted blood!*

La Marseillaise

**DBQ CONTINUED**

1. What do the words of La Marseillaise command the French to do? (2)

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Score

**DOCUMENT 13**

“There is no liberty if the power of the judges is not separated from the legislative and executive powers. If the judicial branch were joined with the legislative branch, the life and liberty of the subject would be denied, for the judge would then be the legislator.”

Baron de Montesquieu (*Spirit of the Laws: 1748*)

1. What does Montesquieu consider a major threat to liberty? (2)

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Score

**DOCUMENT 14**

“Thus princes act as ministers of God, and as lieutenants on earth. It is by him that God exercises His rule... Thus we have seen that the royal throne is not the throne of a man, but the throne of God Himself. He thus governs all people and gives to them all their kings.

Jacques Benigne Bossuet (excerpt taken from *Politics drawn from the Very Words of Holy Scripture*)

1. According to Bossuet, who rules indirectly through Kings and what is this theory called? (2)

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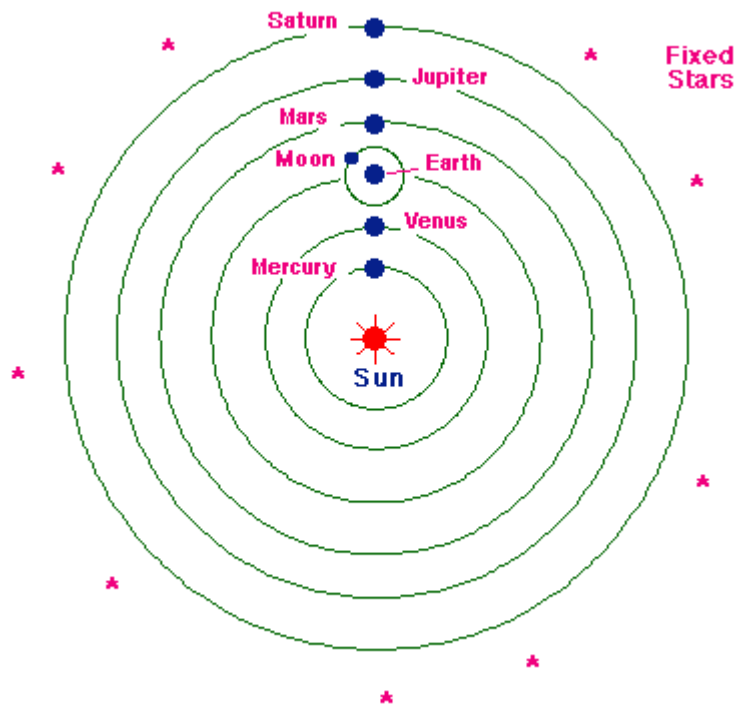
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**DBQ CONTINUED**

DOCUMENT 15



1. What is the name of this model of the universe and how does it differ from the Geocentric Model? (3)

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Score

Part B

## Essay

Directions: Write a well-organized essay that includes an introduction with a thesis statement, several paragraphs, and a conclusion. Use evidence from at least 8 documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

### **HISTORICAL CONTEXT:**

Throughout world history, revolutions in different areas of the world have forever affected the way people think and live. Though there are various reasons as to why revolutions take place, a common thread among them is that they have specific causes and effects. In the end, revolution is about change – change that continues to affect human history.

**TASK:** Using information from the documents and your knowledge of Global history, write an essay in which you:

- **Discuss two major cause of two revolutions** (one of these choices must be the French Revolution)
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