



In developing your answer 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 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 The question is designed to test your ability to work with historical documents.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.

Historical Context:

Throughout history, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include **Russia under the rule of Peter the Great**, **Germany under the rule of Adolf Hitler**, and **China under the rule of Mao Zedong**. The efforts of these governments greatly affected their societies.

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

Choose **two** governments mentioned in the historical context and for **each**

- Describe the efforts of the government to control the thoughts **and/or** actions of its people
- Discuss an impact of this government’s efforts on its society

Part A

Short-Answer Questions

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

Document 1a

Peter the Great



Source: Chris Hinton, *What is Evidence?* John Murray, Ltd.

Document 1b

. . . A year later, in January 1700, Peter transformed persuasion into decree [law]. With rolling drums in the streets and squares, it was proclaimed that all boyars [Russian nobles], government officials and men of property, both in Moscow and in the provinces, were to abandon their long robes and provide themselves with Hungarian or German-style caftans. The following year, a new decree commanded men to wear a waistcoat, breeches, gaiters, boots and a hat in the French or German style, and women to put on petticoats, skirts, bonnets and Western shoes. Later decrees prohibited the wearing of high Russian boots and long Russian knives. Models of the new approved costumes were hung at Moscow's gates and in public places in the city for people to observe and copy. All who arrived at the gates in traditional dress except peasants were permitted to enter only after paying a fine. Subsequently, Peter instructed the guards at the city gates to force to their knees all visitors arriving in long, traditional coats and then to cut off the coats at the point where the lowered garment touched the ground. "Many hundreds of coats were cut accordingly," says Perry, "and being done with good humor it occasioned mirth [humor] among the people and soon broke the custom of wearing long coats, especially in places near Moscow and those towns wherever the Tsar came." . . .

Source: Robert K. Massie, *Peter the Great: His Life and World*, Alfred A. Knopf

1 Based on these documents, state **two** ways Peter the Great tried to control the actions of his people. [2]

(1) _____

Score

(2) _____

Score

[OVER]

Document 2

. . . Peter's military reform would have remained an isolated incident in Russian military history had it not left a distinct and deep impression on the social and intellectual composition of all Russian society, and even influenced future political developments. The military reform itself made necessary other innovations, first to maintain the reorganised and expensive military forces, and then to ensure their permanency. The new recruiting methods, by spreading military obligations to classes hitherto [up to this time] exempt, and thus affecting all social classes, gave the new army a more varied composition, and completely altered existing social relationships. From the time that noblemens' serfs and servants joined the new army as ordinary recruits instead of only as menials or valets [servants], the position of the nobility, which had been preponderant [dominant] in the old army, was completely changed. . . .

Source: Vasili Klyuchevsky, translated by Liliana Archibald, *Peter the Great*, St. Martin's Press

2a According to Vasili Klyuchevsky, what was **one** way Peter the Great attempted to control the Russian people? [1]

Score

b According to Vasili Klyuchevsky, what was **one** effect Peter the Great's reform had on the Russian nobles? [1]

Score

Document 3

Emergence of “Dual Russia”

The Petrine [Peter’s] Reform is often seen as the main cause and the starting point of the irrevocable [unalterable] split of Russian society into two parts. Peter’s reforms transformed the upper levels of Russian society while the masses remained largely unaffected by them. Peter had forced the nobility to acquire technical knowledge of Western Europe and to adopt European styles of dress and manners. An increasingly Europeanized education of the upper classes brought with it a familiarity with the philosophies and theories of the Enlightenment. Soon many Russian nobles even preferred to speak the languages of Western Europe (particularly French and German) to Russian. By the nineteenth century their world was European in dress, manners, food, education, attitudes, and language, and was completely alien to the way of life of the Russian popular masses. . . .

Source: Alexander Chubarov, *The Fragile Empire: A History of Imperial Russia*, Continuum

- 3 According to Alexander Chubarov, what was **one** long-term effect Peter the Great’s reform had on the upper classes of Russian society? [1]

Score

Document 4a

. . . On the night of May 10, 1933, thousands of Nazi students, along with many professors, stormed universities, libraries, and bookstores in thirty cities throughout Germany. They removed hundreds of thousands of books and cast them onto bonfires. In Berlin alone, more than twenty thousand books were burned. The book burnings were part of a calculated effort to “purify” German culture. Since April 12, the Nazi German Student Association had been purging libraries, working from lists of books deemed “un-German.” The authors of some of the books were Jews, but most were not. . . .

Source: Michael Berenbaum, *The World Must Know: The History of the Holocaust as Told in the United States Holocaust Memorial Museum*, Little, Brown and Co.

4a According to Michael Berenbaum, what was **one** way the Nazi Party attempted to control the thoughts of the German people? [1]

Score

Document 4b

. . . The Hitler Youth movement was formed for the express purpose of creating loyal subjects to the state. By 1935, over three million boys and girls aged 10 and older were enrolled. “We were born to die for Germany” was one of their popular slogans. In addition to a strenuous physical fitness program, they received training in the use of weapons and heard lectures on Nazi ideology.

Source: Chartock and Spencer eds., *Can It Happen Again?*, Black Dog & Leventhal

4b According to the editors of *Can It Happen Again?*, what was **one** method used by the Nazi Party to influence the thinking of the young people of Germany? [1]

Score

Document 5

In this excerpt Horst Krüger, a German author and prisoner of war, describes his reaction to reading a newspaper account of Hitler's death. He is reflecting on the state of the press while Hitler was in power.

. . . When I first began to read the newspapers, he was already in power. I knew nothing but a subservient [obedient], bellicose [hostile], boastful press. I always felt it was a proven fact that Hitler had also conquered and occupied the German language, and my parents had always told me, "What you read in the papers isn't true, but you musn't say so. Outside, you must always act as if you believe everything." The German language and lies had become one and the same thing to me. Home was the only place where you could speak the truth. What you read in the papers was always a lie, but you weren't allowed to say so. And now I was holding a newspaper that was in German and that did not lie. How was it possible? How could language and truth coincide? How did it happen that you could believe something you saw in print? It was the first free German paper of my life. . . .

Source: Horst Krüger, *A Crack in The Wall: Growing Up Under Hitler*, Ruth Hein, tr.,
Fromm International Publishing Corporation

5 According to Horst Krüger, what was **one** impact of the Nazi government on German society? [1]

Score

Document 6

This is an excerpt from the opening statement of Chief Prosecutor Robert H. Jackson at the trial of the major war criminals before the International Military Tribunal given on November 21, 1945.

. . . Germany became one vast torture chamber. Cries of its victims were heard round the world and brought shudders to civilized people everywhere. I am one who received during this war most atrocity tales with suspicion and scepticism [doubt]. But the proof here will be so overwhelming that I venture to predict not one word I have spoken will be denied. These defendants will only deny personal responsibility or knowledge.

Under the clutch of the most intricate web of espionage and intrigue that any modern state has endured, and persecution and torture of a kind that has not been visited upon the world in many centuries, the elements of the German population which were both decent and courageous were annihilated [reduced to nothing]. Those which were decent but weak were intimidated. Open resistance, which had never been more than feeble and irresolute, disappeared. But resistance, I am happy to say, always remained, although it was manifest in only such events as the abortive effort to assassinate Hitler on July 20, 1944. With resistance driven underground, the Nazi had the German State in his own hands.

But the Nazis not only silenced discordant voices. They created positive controls as effective as their negative ones. Propaganda organs, on a scale never before known, stimulated the Party and Party formations with a permanent enthusiasm and abandon such as we, democratic people, can work up only for a few days before a general election. They inculcated [impressed upon] and practiced the Führerprinzip [leadership principle] which centralized control of the Party and of the Party-controlled State over the lives and thought of the German people, who are accustomed to look upon the German State, by whomever controlled, with a mysticism [a power to believe] that is incomprehensible to my people [the United States public]. . . .

Source: *Trial of the Major War Criminals Before the International Military Tribunal, Nuremberg, 14 November 1945–1 October 1946*

6 According to Chief Prosecutor Jackson, what was **one** effect the Nazi government's actions had on the people of Germany? [1]

Score

Document 7

This is an account of Nien Cheng's experiences during the Cultural Revolution. This excerpt describes what was happening the day she was sent to the Detention House.

. . . The streets of Shanghai, normally deserted at nine o'clock in the evening, were a sea of humanity. Under the clear autumn sky in the cool breeze of September, people were out in thousands to watch the intensified activities of the Red Guards. On temporary platforms erected everywhere, the young Revolutionaries were calling upon the people in shrill and fiery rhetoric to join in the Revolution, and conducting small-scale struggle meetings against men and women they seized at random on the street and accused of failing to carry Mao's Little Red Book of quotations or simply wearing the sort of clothes the Red Guards disapproved of. Outside private houses and apartment buildings, smoke rose over the garden walls, permeating the air as the Red Guards continued to burn books indiscriminately. . . .

Source: Nien Cheng, *Life and Death in Shanghai*, Penguin Books

7 According to Nien Cheng, what were **two** actions taken by the Red Guards in an attempt to control the thoughts of the people during Mao's rule in China? [2]

(1) _____

Score

(2) _____

Score

Document 8



In Following the Revolutionary Road, Strive for an Even Greater Victory

Mao as the Reddest Red Sun in people's hearts, floating above Tiananmen Square. At the front of the huge, Little Red Book-waving crowd are the figures of a worker, peasant, and soldier, while representatives from other occupations stand just behind. The Book was compiled from Mao's Selected Works by Lin Biao in the early 1960s to be used for propaganda work in the People's Liberation Army. After the Cultural Revolution began, it became an integral part of the ritual of Mao worship. By 1970, this kind of orchestrated adulation [staged praise] and the power of Lin Biao were both at their zenith [height].

Source: *Picturing Power: Posters from the Chinese Cultural Revolution Exhibit*, Indiana University

- 8 According to this document, what was **one** way that Mao's government attempted to influence the people of China? [1]

Score

Document 9

. . . Between 1966 and 1976, a whole generation of teenagers failed to receive a real education; other Chinese came to call them “the lost generation.” At least twenty thousand people lost their lives because of the Cultural Revolution.

. . . Because of the Cultural Revolution, many Chinese young people grew up with no knowledge of traditional Chinese customs and beliefs. Needing to fill that gap, some of them began looking to the West — especially to the Western ideals of democracy, freedom, capitalism, and individualism. . . .

Source: *Great Events: The Twentieth Century 1960–1968*, Salem Press

9 Based on this excerpt from *Great Events*, state **one** impact the Cultural Revolution had on Chinese society. [1]

Score

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, governments have sometimes attempted to control the thoughts and actions of their people. Three such governments include **Russia under the rule of Peter the Great**, **Germany under the rule of Adolf Hitler**, and **China under the rule of Mao Zedong**. The efforts of these governments greatly affected their societies.

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

Choose **two** governments mentioned in the historical context and for **each**

- Describe the efforts of the government to control the thoughts **and/or** actions of its people
- Discuss an impact of this government's efforts on its society

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