



## **Step #2 - Early Nationalism**

### **Step #2 – Process 1A**

1. Who led enslaved Africans to independence in 1803?
2. What countries did San Martin lead to freedom?
3. When did Mexico gain independence?
4. Who led Bolivia to freedom?

### **Step #2 – Process 1B**

1. According to the map, list all of the Nations in chronological order of independence.
2. Draw a labeled triangle for the social classes in Latin America.
3. What is encomienda?
4. What was one complaint against the colonial rulers by the mestizos?



**Step #3 – Italy Unification**

- 1. During what time period was the greatest share of territory unified in Italy?
  
- 2. What territories did Italy loose to France during their unification process?
  
- 3. List the three (3) people who worked together to unify Italy, and explain their role in the unification process.

<b>Person</b>	<b>Role Explanation</b>

- 4. What were the reasons why Italy did not exist as a country?

#### **Step #4 - Unification of Germany**

1. What was unusual about the territory known as Prussia in 1865?
2. After 1865, what year saw the biggest expansion of Prussian territory?
3. What was the most powerful German state before unification?
4. Who were the two individuals who wanted to unify Germany? Explain their roles.
5. What war finally united Germany?
6. What was so important about the Alsace-Lorraine?
7. Who became the ruler of a unified Germany?
8. How many times was Germany united in its history? When?

**Step #5 – Nationalism Breaks Empires Apart**

1. Name three (3) Empires that nationalism broke apart and for each describe in detail how nationalism affected them.

<b>Empire</b>	<b>How did nationalism affect the empire?</b>

2. Do you think nationalism plays a role in today's politics in the world? If so, name a country or countries affected by nationalism.

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

- (a) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”
- (b) **evaluate** means “to examine and judge the significance, worth, or condition of; to determine the value of”

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents.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:

Nationalism is a powerful force that can have positive and negative effects on nations and regions.

**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:

- Define the term *nationalism*
- Discuss how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions
- Evaluate whether nationalism in general has had a more positive **or** a more negative impact on the people of the world

## 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

. . . Therefore, if we so ardently desire the emancipation [unification] of Italy — if we declare that in the face of this great question all the petty questions that divide us must be silenced— it is not only that we may see our country glorious and powerful but that above all we may elevate her in intelligence and moral development up to the plane of the most civilized nations. . . .

— Camillo di Cavour, 1846

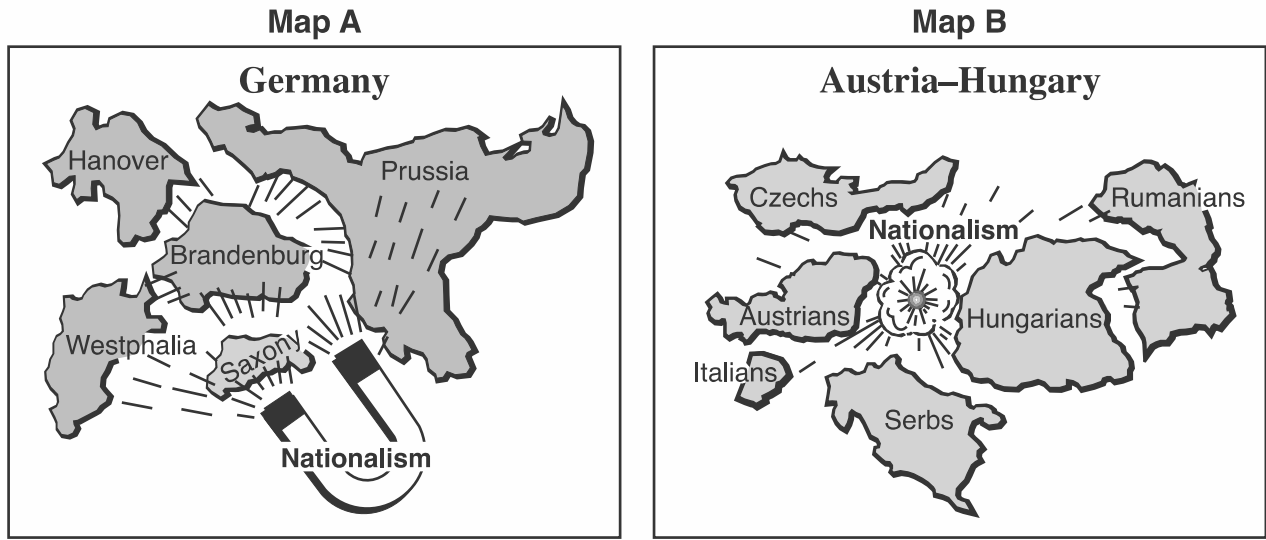
- 1 According to Camillo di Cavour, what would be **one** positive result of Italian unification? [1]

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Score

**Document 2**



Source: Sol Holt and John R. O'Connor, *Exploring World History*, Globe Book Co. (adapted)

2a According to Map **A**, how did nationalism affect the German states? [1]

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Score

b According to Map **B**, how did nationalism affect the Austro-Hungarian Empire? [1]

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Score

Document 3

**A**

As long as the Jewish spirit is yearning deep in the heart,  
With eyes turned toward the East, looking toward Zion,  
Then our hope — the two thousand year old hope —  
will not be lost:  
To be a free people in our land,  
The land of Zion and Jerusalem.

— *Hatikvah* (The Hope), Israel's national anthem

**B**

. . . O those who pass between fleeting words  
It is time for you to be gone  
Live wherever you like, but do not live among us  
It is time for you to be gone  
Die wherever you like, but do not die among us  
For we have work to do in our land  
We have the past here  
We have the first cry of life  
We have the present, the present and the future  
We have this world here, and the hereafter  
So leave our country  
Our land, our sea  
Our wheat, our salt, our wounds  
Everything, and leave  
The memories of memory  
O those who pass between fleeting words!

— Mahmoud Darwish, *Those Who Pass Between  
Fleeting Words*, Palestinian poet laureate

3a How does passage **A** express Israeli nationalism? [1]

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Score

b How does passage **B** express Palestinian nationalism? [1]

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Score

**Document 4**

... Attention: all people in markets and villages of all provinces in China — now, owing to the fact that Catholics and Protestants have vilified [made damaging statements about] our gods and sages, have deceived our emperors and ministers above, and oppressed the Chinese people below, both our gods and our people are angry at them, yet we have to keep silent. This forces us to practice the I-ho magic boxing so as to protect our country, expel the foreign bandits and kill Christian converts, in order to save our people from miserable suffering. After this notice is issued to instruct you villagers, no matter which village you are living in, if there are Christian converts, you ought to get rid of them quickly. The churches which belong to them should be unreservedly burned down. Everyone who intends to spare someone, or to disobey our order by concealing Christian converts, will be punished according to the regulation when we come to his place, and he will be burned to death to prevent his impeding [interference with] our program. We especially do not want to punish anyone by death without warning him first. We cannot bear to see you suffer innocently. Don't disobey this special notice.

Source: Ssu-Yü, Teng and Fairbank, John K., *China's Response to the West: A Documentary Survey, 1839–1923*, Harvard University Press

4 Identify **one** expression of Chinese nationalism in this passage. [1]

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Score

## Document 5

. . . Why do you want to drive away the English?

. . . Because India has become impoverished by their Government. They take away our money from year to year. The most important posts are reserved for themselves. We are kept in a state of slavery. They behave insolently [disrespectfully] towards us and disregard our feelings. . . .

Source: M. K. Gandhi, *Indian Home Rule*, Navajivan Publishing House

5 Based on the document, identify **one** criticism Gandhi expressed about British rule. [1]

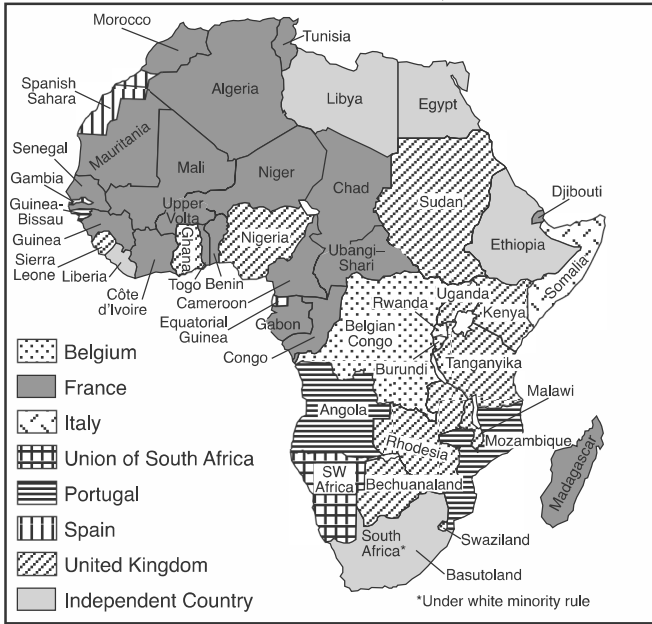
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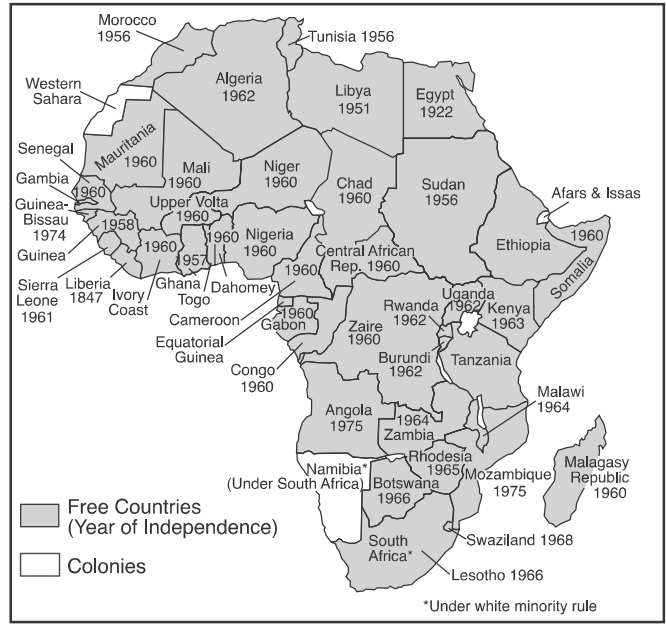
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Document 6

**Map A:  
Colonialism in Africa, 1952**



**Map B:  
Africa in 1975**



Source: Sidney Schwartz and John R. O'Connor, *Imperialism and the Emerging Nations*, Globe Book Company, Inc. (adapted)

6 According to these maps, how did nationalism affect the continent of Africa between 1952 and 1975? [1]

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Score

**Document 7**

. . . From Iraq to the former Soviet empire to the Balkans, the authoritarian state exists as a piece of machinery, man-made, breakable, the borders etched by diplomats ignorant of or indifferent to ancient claims and tribal hate. Kurds fight for their freedom from Iraq and Turkey; Tamils battle Sinhalese in Sri Lanka; Armenians fight Azerbaijanis in Nagorno-Karabakh; Albanian Muslims and Serbs circle each other in Kosovo. Last week Yemen was the latest country to break apart, as those in the south accused the northerners of attempting to further impoverish [weaken] them. The struggles can be ancient and visceral [deep], religious and racial, the oppressed against the oppressors. Where the valves of democracy allow for ethnic pressures to escape, differences are settled by discussion; in the embattled outposts of the new world order, it is the tribes that rule, and the nature of war and peace in the next century may be largely determined by their ambitions. . . .

— *Time*, May 16, 1994

7a Based on this document, identify **two** examples of nationalistic conflict. [2]

(1) \_\_\_\_\_

(2) \_\_\_\_\_

Score

b Based on this document, identify **one** cause of these nationalistic conflicts. [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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Nationalism is a powerful force that can have positive and negative effects on nations and regions.

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

- Define the term *nationalism*
- Discuss how nationalism has had positive **and/or** negative effects on specific nations **and/or** regions
- Evaluate whether nationalism in general has had a more positive **or** a more negative impact on the people of the world

#### Guidelines:

##### In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme