



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 The question is designed to test your ability to work with historical documents.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, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

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* ideas mentioned in the historical context and for *each*

- Explain the idea
- Discuss how this idea influenced societies or regions

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

- explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- 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.

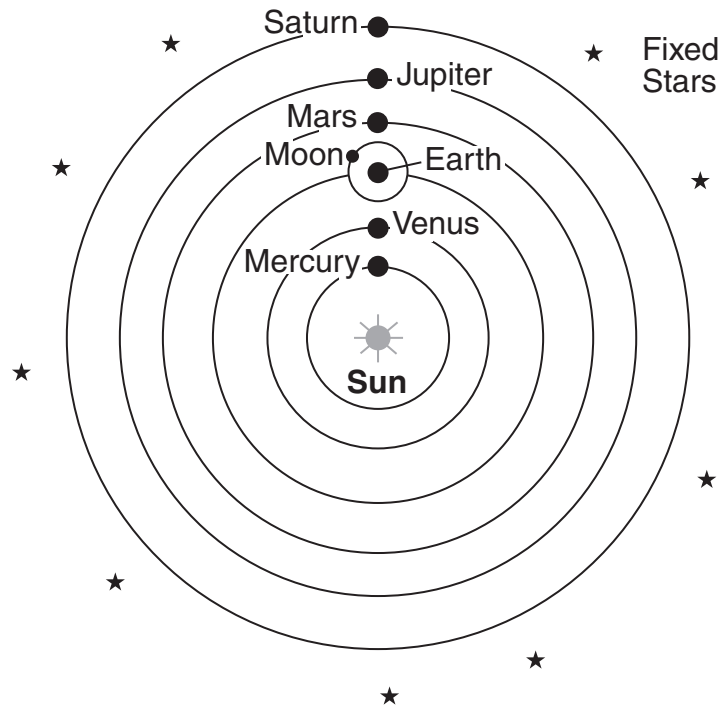
Document 1

The Copernican Model: A Sun-Centered Solar System

The Earth-centered Universe of Aristotle and Ptolemy held sway on [governed] Western thinking for almost 2000 years. Then, in the 16th century a new idea was proposed by the Polish astronomer Nicolai Copernicus (1473–1543).

The Heliocentric System

In a book called *On the Revolutions of the Heavenly Bodies* (that was published as Copernicus lay on his deathbed), Copernicus proposed that the Sun, not the Earth, was the center of the Solar System. Such a model is called a heliocentric system. The ordering of the planets known to Copernicus in this new system is illustrated in the following figure, which we recognize as the modern ordering of those planets. . . .



Source: The Copernican Model: A Sun-Centered Solar System, Department of Physics & Astronomy, University of Tennessee

- 1 Based on this document, how was Copernicus's theory of heliocentrism different from Ptolemy's ideas about the universe? [1]

Score

Document 2

This is an excerpt from a letter written by Galileo Galilei in 1615 to the Grand Duchess Christina defending his approach to science.

Some years ago, as Your Serene Highness well knows, I discovered in the heavens many things that had not been seen before our own age. The novelty of these things, as well as some consequences which followed from them in contradiction to the physical notions commonly held among academic philosophers, stirred up against me no small number of professors — as if I had placed these things in the sky with my own hands in order to upset nature and overturn the sciences. They seemed to forget that the increase of known truths stimulates the investigation, establishment, and growth of the arts; not their diminution [lessening] or destruction.

Showing a greater fondness for their own opinions than for truth, they sought to deny and disprove the new things which, if they had cared to look for themselves, their own senses would have demonstrated to them. To this end they hurled various charges and published numerous writings filled with vain arguments, and they made the grave mistake of sprinkling these with passages taken from places in the Bible which they had failed to understand properly, and which were ill suited to their purposes. . . .

Source: Galileo Galilei, "Letter to the Grand Duchess Christina (1615)"

2a According to Galileo, why is the search for truth important? [1]

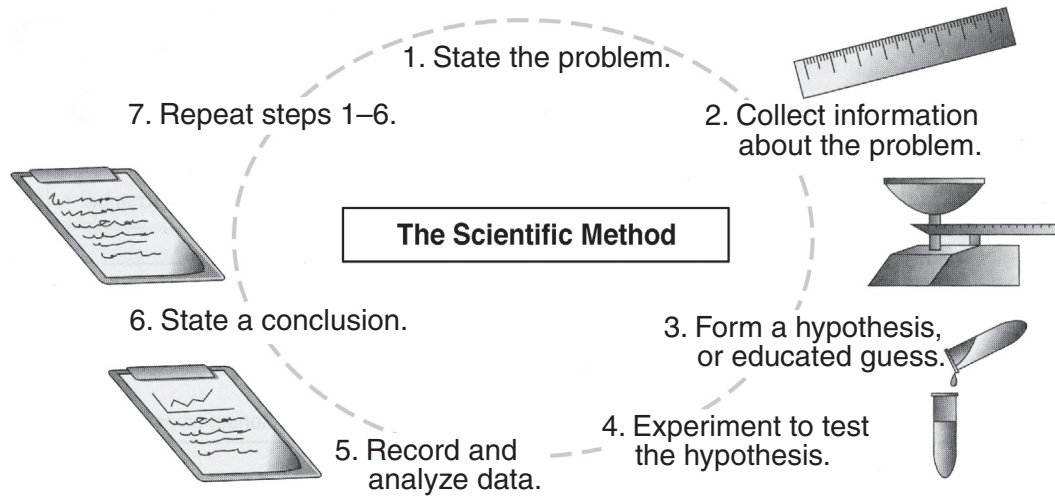
Score

b Which document did Galileo's opponents use to support their opinions? [1]

Score

Document 3

. . . At first, the discoveries of Copernicus and Galileo upset many Europeans. Over time, however, a new way of thinking about science emerged. Scientists began to observe the world around them and to develop ideas about why things happened. They did experiments to test these ideas. This new way of thinking was called the scientific method. . . .

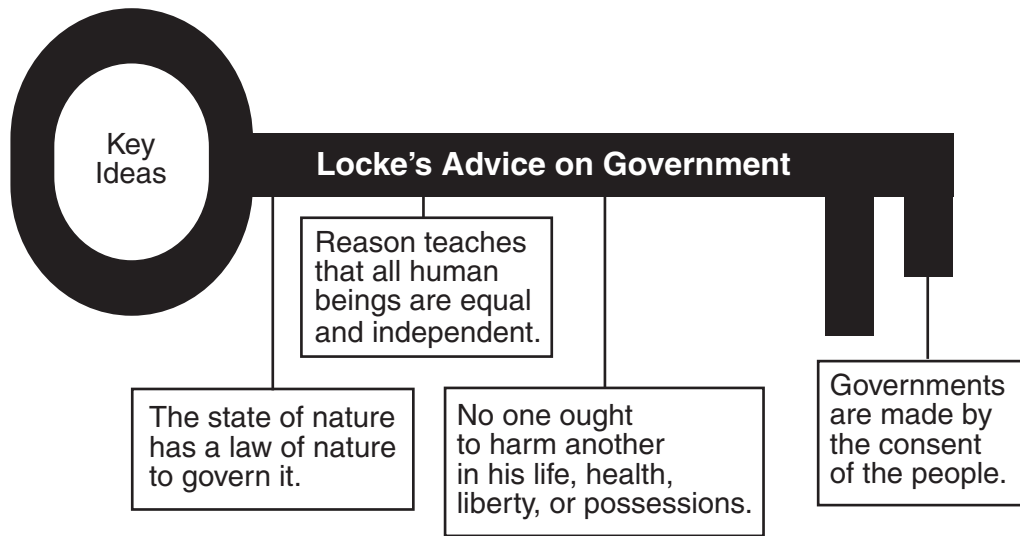


Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

3 Based on this excerpt and diagram from *Guide to the Essentials of World History*, what is **one** way Copernicus, Galileo, and others influenced how scientists work? [1]

Score

Document 4



4 Based on the information in this graphic organizer, state *two* specific rights that John Locke believed all humans have. [2]

(1) _____

Score

(2) _____

Score

Document 5a

Declaration of the Rights of Man and the Citizen—1789

Approved by the National Assembly of France, August 26, 1789

Articles:

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 [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .

Source: The Avalon Project at Yale Law School (adapted)

Document 5b

The United Nations Universal Declaration of Human Rights was adopted on December 10, 1948, by the United Nations General Assembly.

Universal Declaration of Human Rights

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3: Everyone has the right to life, liberty and security of person. . . .

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination. . . .

Source: United Nations

5 State *two* ideas that are common to the Declaration of the Rights of Man and the Citizen and to the United Nations Universal Declaration of Human Rights. [2]

(1) _____

Score

(2) _____

Score

Document 6

General Augusto Pinochet was arrested in London on October 16, 1998. He was accused of committing human rights crimes as the former leader of Chile. General Pinochet was handed over to Spain to stand trial for these crimes.

The Pinochet Case—A Wake-up Call to Tyrants and Victims Alike

. . . In 1996, lawyers acting on behalf of victims of military repression in Argentina and Chile who were unable to pursue their claims at home filed criminal complaints in Spain against the former military leaders of those countries, including General Pinochet. Although most of the crimes were committed in Argentina and Chile, Spanish courts allowed the cases to proceed in Spain, using the principle of “universal jurisdiction” over human rights atrocities that is firmly enshrined in Spanish legislation and international law though rarely invoked. . . .

Human Rights Watch described the Pinochet arrest as a “wake-up call” to tyrants everywhere, but an equally important effect of the case has been to give hope to other victims that they can bring their tormentors to justice abroad. Indeed, in January 2000, Human Rights Watch helped Chadian victims to bring a criminal prosecution in Senegal against the exiled dictator of Chad, Hisssein Habre, who has been indicted and awaits trial on torture charges. . . .

Source: “The Pinochet Precedent: How Victims Can Pursue Human Rights Criminals Abroad,” Human Rights Watch, March 2000 (adapted)

6 According to this document, what is **one** way victims can seek justice when their human rights have been violated? [1]

Score

Document 7

Manifesto of the Communist Party, 1848

II. Proletarians and Communists

. . . The immediate aim of the Communists is the same as that of all the other proletarian parties: Formation of the proletariat into a class, overthrow of bourgeois supremacy, conquest of political power by the proletariat. . . .

The distinguishing feature of Communism is not the abolition of property generally, but the abolition of bourgeois property. But modern bourgeois private property is the final and most complete expression of the system of producing and appropriating products that is based on class antagonisms, on the exploitation of the many by the few. . . .

Source: Marx and Engels, *Manifesto of the Communist Party*,
International Publishers

7 According to Marx and Engels, what are **two** ideas that characterize Marxist communism? [2]

(1) _____

Score

(2) _____

Score

Document 8

Proclaiming the New Socialist Government, November 1917

Comrades, the workers' and peasants' revolution, about the necessity of which the Bolsheviks have always spoken, has been accomplished.

What is the significance of this workers' and peasants' revolution? Its significance is, first of all, that we shall have a Soviet government, our own organ of power, in which the bourgeoisie will have no share whatsoever. The oppressed masses will themselves create a power. The old state apparatus will be shattered to its foundations and a new administrative apparatus set up in the form of the Soviet organisations.

From now on, a new phase in the history of Russia begins, and this, the third Russian revolution, should in the end lead to the victory of socialism. . . .

Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. The peasants will understand that the salvation of the peasantry lies only in an alliance with the workers. We shall institute genuine workers' control over production. . . .

We must now set about building a proletarian socialist state in Russia. . . .

Source: V. I. Lenin, *Collected Works*, Volume 26, Progress Publishers

8 According to V. I. Lenin, what is **one** goal of the Bolshevik Revolution? [1]

Score

Document 9

. . . China's communists, unlike their comrades in the Soviet Union, had their roots with the peasantry, and it was to the countryside that the new government turned in its first attempts to transform society.

On June 30, 1950, the government passed the Agrarian [agricultural] Reform Law designed to return the land to the people who actually worked it. Teams were dispatched throughout the country to redistribute land in favor of poor and middle-level peasants and to form associations or mutual aid groups, the forerunners of collectives. . . .

Source: Associated Press, "China: From the Long March to Tiananmen Square," Henry Holt and Company

9 According to this Associated Press excerpt, what is **one** way the Chinese Communists attempted to transform their 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, ideas have shaped and influenced various societies and regions. These ideas include *heliocentrism*, *natural rights*, and *Marxism*.

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

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

- Explain the idea
- Discuss how this idea influenced societies or regions

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