



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 The question is designed to test your ability to work with historical documents.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, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci**, **Toussaint L'Ouverture**, and **Mohandas Gandhi**.

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 the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

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

. . . In the Middle Ages to praise man was to praise God, for man was a creation of God. But Renaissance writers praised man himself as a creator. They played down the sinfulness he was born with and emphasized his ability to think and act for himself, to produce works of art, to guide the destiny of others. They freed man from his pegged place in the medieval hierarchy, halfway between matter and spirit, and allowed him to roam at will, through all the levels of being, sometimes identifying himself with the brutes, sometimes with the angels. He was seen as the ruler of nature—the lord, although not the Lord, of creation.

This new vision of man sprang from a heightened awareness of self. Medieval men had been preoccupied with searching their souls, but Renaissance men were much more intrigued with exploring, and indeed parading, their own personalities. Petrarch is a perfect example. Although his serious interests centered on his work in discovering and editing ancient texts, Petrarch was also interested in himself. In his letters, designed for posterity [future generations] as well as his friends, he left a record of his reactions to love affairs and friendship, to mountains and the flowers in his garden. They are an intellectual and emotional self-portrait, the first since antiquity [ancient times]. . . .

Source: John R. Hale, *Great Ages of Man: A History of the World's Cultures: Renaissance*, Time-Life, 1965

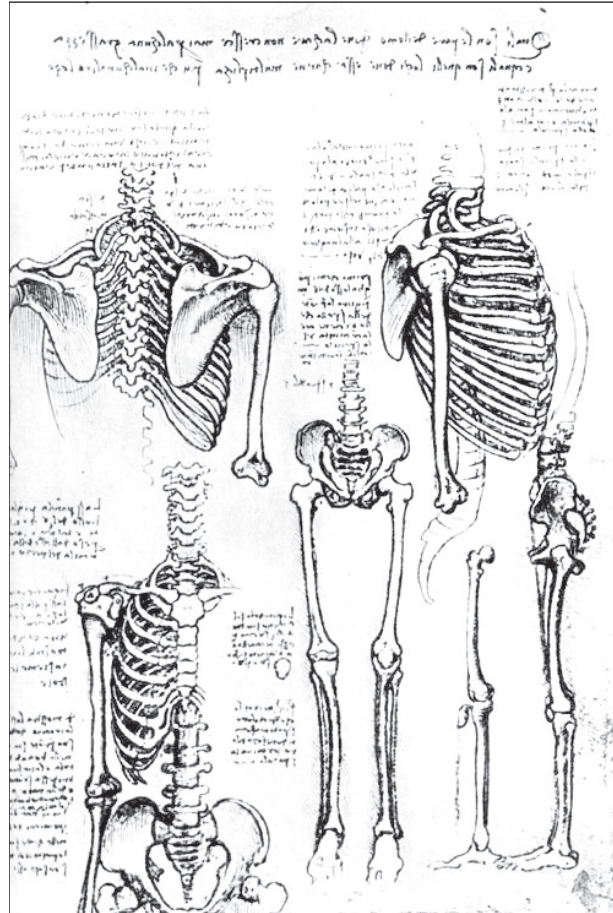
- 1 In what way did man's view of the world change between the European medieval period and the Renaissance according to John R. Hale? [1]

Score

Document 2

Leonardo da Vinci studied the anatomy of the human body while he was apprenticed to Andrea del Verrocchio. To learn about the body, he dissected and studied human corpses. Da Vinci was interested in the structure and the function of the various parts of the human body. His drawings reflect what he learned as he studied.

Note: Leonardo da Vinci recorded information in his notebooks by writing backward.



Source: David Reuteler's website, "The Drawings of Leonardo Da Vinci"

2 According to this document, state **one** of Leonardo da Vinci's contributions to science. [1]

Score

Document 3

. . . It was as an artist that Leonardo attempted the fusion of anatomy with medical science through [the scientist] della Torre. This attempt was itself a great peak reached from those first modest beginnings of anatomy in the botegas [works] of Pollaiuolo and Verrocchio. The renaissance of anatomy could never have occurred without those long, distasteful hours of adventurous dissection and patient drawing. Without this artistic surge for knowledge the medical professors of anatomy, droning [speaking] their prosings [thoughts] from a tainted Galenic text [medical book written by Galen], could never have found a way of recording Galenic anatomical errors, let alone their corrections. . . .

Source: Kenneth D. Keele, "Leonardo daVinci's Influence on Renaissance Anatomy,"
Medical History, October 1964

3 What are **two** impacts of Leonardo da Vinci's work according to Kenneth Keele? [2]

(1) _____

Score

(2) _____

Score

Document 4

Revolt on the Island of Saint-Domingue (present-day Haiti), 1791

. . . The seeds of independence were first sown among free black soldiers sent by the white French governors to fight against the British in the American War of Independence, where they were exposed to anti-colonial ideas. Later, the French Revolution's notions of liberty, equality, and brotherhood inspired an independence movement among the minority white settlers and a highly fragmented socioeconomic mix of free blacks. When the white population defied an order from France to enfranchise [give rights to] free blacks, it triggered a violent revolt that involved changing alliances among free blacks and the large slave population. After promulgating [announcing] a constitution in 1801 and overcoming a military force sent by Napoleon (First Consul, 1799–1804; Emperor, 1804–1814/1815), Haiti successfully declared its independence. Its success, along with that of the American War of Independence, inspired a number of anti-colonial struggles throughout Latin America. . . .

Source: New York Public Library, *Russia Engages the World*, online exhibition (adapted)

4a Based on this document, identify **one** situation that led to Haiti's declaration of independence from France. [1]

Score

b Identify **one** impact the Haitian revolt had on global history as stated in this document. [1]

Score

Document 5

Toussaint L'Ouverture used this letter to rally the blacks in San Domingo (Haiti).

August 29, 1793

Brothers and friends.

I am Toussaint L'Ouverture, my name is perhaps known to you. I have undertaken vengeance. I want Liberty and Equality to reign in San Domingo. I work to bring them into existence. Unite yourselves to us, brothers, and fight with us for the same cause, etc. . . .

Source: C. L. R. James, *Lettres de Toussaint L'Ouverture, The Black Jacobins*, The Dial Press (adapted)

5 According to this letter, what did Toussaint L'Ouverture want to achieve in San Domingo? [1]

Score

Document 6

C. L. R. James has stated that the success of the Haitian Revolution was almost entirely the result of the leadership of Toussaint L'Ouverture.

. . . The work of Toussaint, Dessalines, Christophe, and Pétion endures in Hayti [Haiti], but what they did went far, far beyond the boundaries of the island. The Haytian revolution has had a profound influence on the history of the nineteenth century. . . .

So far the negative aspect. There were others more positive. Hayti gave the impulse to and subsidised [supported] the first national revolutions in Spanish America. When the Spanish American colonies saw that such a small and weak community could win and keep its freedom, they took courage to fight for their own emancipation from European imperialism. In dark days, Bolivar the Liberator, ill and in distress, was welcomed by Pétion, nursed to health and given courage to lead the struggling nationalities against Spain. He failed and returned to Hayti. He was once again befriended. Pétion supplied him with arms, munitions, men, money, and printing material, and thus fortified he left Hayti to begin the campaign which ended in the emancipation of the Five States. Pétion asked nothing in return but the freedom of the slaves. . . .

Source: C. L. R. James, *The Black Jacobins*, The Dial Press

6 What were **two** ways that the work of Toussaint L'Ouverture and his successors influenced global history according to C. L. R. James? [2]

(1) _____

Score

(2) _____

Score

Document 7

This is an excerpt from a pledge put forth by the Indian National Congress (INC) on January 26, 1930. It encouraged members of the INC and Indian nationalists to strive for complete independence.

. . . We believe that it is the inalienable right of the Indian people, as of any other people, to have freedom and to enjoy the fruits of their toil and have the necessities of life, so that they may have full opportunities of growth. . . .

India has been ruined economically. The revenue derived from our people is out of all proportion to our income. Our average income is seven pice (less than two pence) per day, and of the heavy taxes we pay 20 per cent. are raised from the land revenue derived from the peasantry and 3 per cent. from the salt tax, which falls most heavily on the poor.

Village industries, such as hand-spinning, have been destroyed, leaving the peasantry idle for at least four months in the year, and dulling their intellect for want of handicrafts, and nothing has been substituted, as in other countries, for the crafts thus destroyed.

Customs and currency have been so manipulated as to heap further burdens on the peasantry. British manufactured goods constitute the bulk of our imports. Customs duties betray clear partiality for British manufactures, and revenue from them is used not to lessen the burden on the masses but for sustaining a highly extravagant administration. Still more arbitrary has been the manipulation of the exchange ratio which has resulted in millions being drained away from the country. . . .

Source: Jawaharlal Nehru, *Jawaharlal Nehru: An Autobiography*, John Lane the Bodley Head, 1939

7 State **two** ways the British ruined the economy of India based on the excerpt of this pledge used by Nehru. [2]

(1) _____

Score

(2) _____

Score

Document 8

This passage was written by Mohandas Gandhi to help explain how India can become free.

. . . EDITOR: Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant [offensive] to my conscience, I use soul-force. For instance, the Government of the day has passed a law which is applicable to me. I do not like it. If by using violence I force the Government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

Everybody admits that sacrifice of self is infinitely superior to sacrifice of others. Moreover, if this kind of force is used in a cause that is unjust, only the person using it suffers. He does not make others suffer for his mistakes. Men have before now done many things which were subsequently found to have been wrong. No man can claim that he is absolutely in the right or that a particular thing is wrong because he thinks so, but it is wrong for him so long as that is his deliberate judgment. It is therefore meet [proper] that he should not do that which he knows to be wrong, and suffer the consequence whatever it may be. This is the key to the use of soul-force. . . .

Source: M. K. Gandhi, *Hind Swaraj or Indian Home Rule*, Navajivan Publishing House, 1946

- 8 What contribution did Mohandas Gandhi make to the Indian independence movement according to this document? [1]

Score

Document 9

. . . Campaigns to reform discriminatory laws through nonviolent action—such as the civil rights movements in the United States—are one example of how human rights have been advanced through the use of nonviolent action. More significant, however, has been the remarkable upsurge [rise] in nonviolent insurrections [uprisings] against authoritarian regimes. Many of the individual revolts have received major media attention—such as those in China, the Philippines and Eastern Europe—and certain political consequences of these largely prodemocracy movements have been analyzed. However, there has been little recognition of the significance of the increasing utilization of nonviolent methods to affect change in nations where guerrilla warfare from below or gradualistic reform from above were once seen as the only alternatives. Despite the diffusion of nonviolence as a conscious strategy through movements around the world in recent decades, little is understood about how or why nonviolence works as a technique for securing social change. “Nonviolence” is not even a category in the mainstream academic lexicon [vocabulary]. . . .

Source: Stephen Zunes, “Nonviolent Action and Human Rights,” *Political Science and Politics*, American Political Science Association, June 2000

9 What impact did the use of nonviolent action have on global history according to Stephen Zunes? [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, individuals have made major contributions to the world. Their achievements have had an impact on global history. Three of these individuals are **Leonardo da Vinci**, **Toussaint L'Ouverture**, and **Mohandas Gandhi**.

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 the historical period during which the individual lived
- Describe a major achievement of this individual
- Discuss the impact of this achievement on global history

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