



**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 The question is designed to test your ability to work with historical documents.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, protest movements have formed in response to government policies and actions. Some examples of protest movements are *the woman's rights movement in Great Britain*, *the prodemocracy movement in China*, and *the anti-apartheid movement in South Africa*. These protest movements have resulted in different government responses.

**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* protest movements mentioned in the historical context and for *each*
- Describe the historical circumstances surrounding this protest movement
  - Discuss an action taken by the protesters
  - Discuss a government response to this protest movement

**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**

**SOME REASONS FOR SUPPORTING WOMEN’S SUFFRAGE**

- Because it is the foundation of all political liberty that those who obey the Law should be able to have a voice in choosing those who make the Law...
- Because Parliament cannot fully reflect the wishes of the people, when the wishes of women are without any direct representation...
- Because the Laws which affect women especially are now passed without consulting those persons whom they are intended to benefit...
- Because to deprive women of the vote is to lower their position in common estimation...

Source: “Fourteen Reasons for Supporting Women’s Suffrage,”  
National Union of Women’s Suffrage Societies,  
British Library online (adapted)

1 According to the National Union of Women’s Suffrage Societies, what is **one** issue faced by women as a result of being denied the right to vote? [1]

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Score

Outside Information:

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Document 2

"The Suffragette," April 25, 1913. Registered at the G.P.O. as a Newspaper.

# The Suffragette

Edited by Christabel Pankhurst. Official Organ of the Women's Social and Political Union.

FRIDAY, APRIL 25, 1913



**"Suffragette" Week. — "March On! March On!"**

Source: "The Suffragette," April 25, 1913 online at History Cooperative (adapted)

2 Based on this document, state **one** action taken by women in Great Britain to obtain rights. [1]

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Score

Outside Information:

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### Document 3

This is an excerpt from a speech given by British suffragist Emmeline Pankhurst in 1913.

... “Put them [women] in prison,” they [men] said; “that will stop it.” But it didn’t stop it. They put women in prison for long terms of imprisonment, for making a nuisance of themselves — that was the expression when they took petitions in their hands to the door of the House of Commons; and they thought that by sending them to prison, giving them a day’s imprisonment, would cause them to all settle down again and there would be no further trouble. But it didn’t happen so at all: instead of the women giving it up, more women did it, and more and more and more women did it until there were three hundred women at a time, who had not broken a single law, only “made a nuisance of themselves” as the politicians say...

Source: Candace Gregory, ed., *Documents of Western Civilization, Volume II: Since 1500*, Thomson Wadsworth

3a According to Emmeline Pankhurst, what was **one** action British women used to draw attention to their issues? [1]

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Score

b According to Emmeline Pankhurst, what was **one** way the British government responded to these actions? [1]

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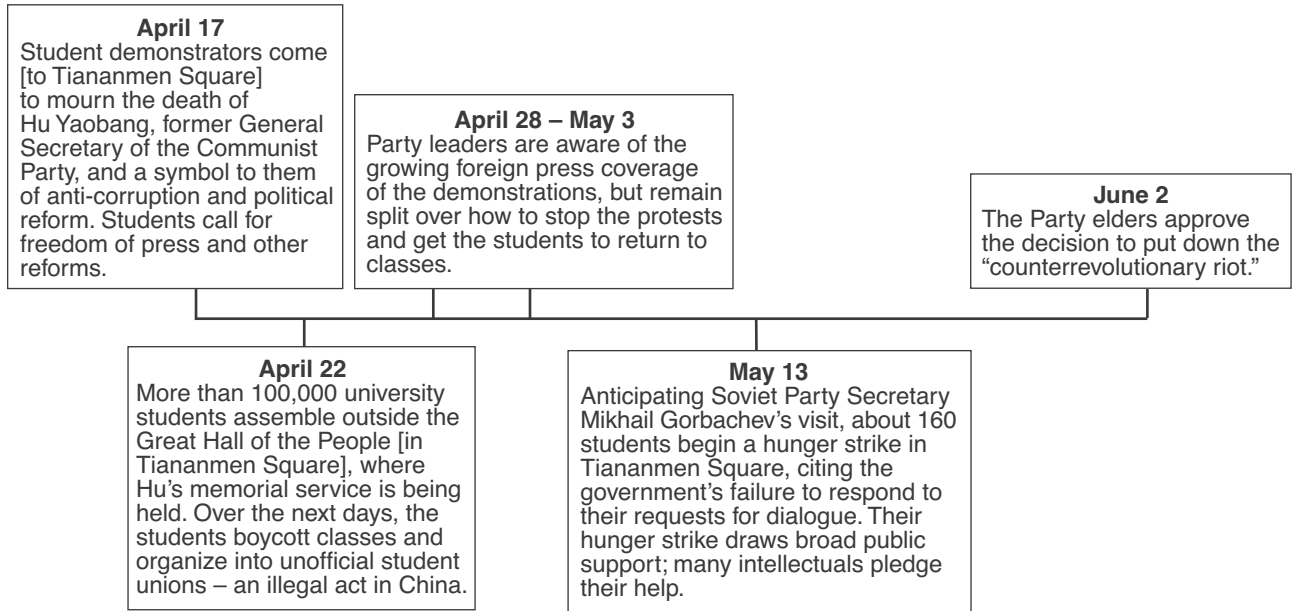
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Outside Information:

Document 4

Tiananmen Square 1989



Source: Adapted from "The Tankman: The Memory of Tiananmen 1989," *Frontline*, PBS

4a Based on the information in this time line, state **one** reason the students gathered in Tiananmen Square. [1]

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Score

b Based on the information in this time line, state **one** action taken by the students that gathered in Tiananmen Square. [1]

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Score

Outside Information:

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## Document 5

... The manifesto that follows was typical of the many melodramatic last wills and testaments produced by the [student] hunger strikers. Circulated prior to the hunger strike, it was apparently a committee document prepared by the “Hunger Strike Volunteers of Peking’s Institutions of Higher Education.” The hunger strike upped the political ante [political stakes] in the prodemocracy movement for now the students were also demanding, in addition to democracy and freedom of speech, concrete changes including the resignations of Li Peng and Deng Xiaoping. Both leaders were seen by the demonstrators as the spiritual (if not actual) authors of the *People’s Daily* editorial of April 26 and the most important opponents of democratic change....

### “Open Declaration of a Hunger Strike”

In this May of glowing sunshine, we are starting our hunger strike. In this moment of beautiful youth, we must resolutely put behind us the beauty of life. But how unwilling we are, how unreconciled!

But our nation has come to a critical juncture: inflation is sky-rocketing, government corruption is rampant, power is in the hands of few high-ranking officials, bureaucrats are corrupt, a large number of patriots have fled into exile, and social order grows daily more chaotic. Fellow-countrymen, all fellow-countrymen of conscience, at this crucial moment for the survival of the nation, please hear our voice:

The country is our country!

The people are our people!

The government is our government!

If we do not dare to cry out, who will?

If we do not dare to act, who will?...

Source: Pei-Kai Cheng et al., eds., *The Search for Modern China*, W.W. Norton & Company (adapted)

5a According to this document, what is **one** reform the Chinese students were trying to achieve? [1]

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Score

b According to this document, what is **one** problem facing China? [1]

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Score

Outside Information:

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## Document 6

Several hundred civilians have been shot dead by the Chinese army during a bloody military operation to crush a democratic protest in Peking's (Beijing) Tiananmen Square.

Tanks rumbled through the capital's streets late on 3 June as the army moved into the square from several directions, randomly firing on unarmed protesters.

The injured were rushed to hospital on bicycle rickshaws by frantic residents shocked by the army's sudden and extreme response to the peaceful mass protest....

Source: "1989: Massacre in Tiananmen Square," *BBC*, June 4, 1989

- 6 Based on this news report from the BBC, state an action taken by the Chinese government in response to the protest movement in Tiananmen Square. [1]

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Outside Information:

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## Document 7

This is an excerpt from a pamphlet on the racial situation in the Union of South Africa. It sets out the general principles of apartheid established by the National Party in 1948.

... The party [National Party] therefore undertakes to protect the White race properly and effectively against any policy, doctrine or attack which might undermine or threaten its continued existence. At the same time the party rejects any policy of oppression and exploitation of the non-Europeans by the Europeans as being in conflict with the Christian basis of our national life and irreconcilable with our policy.

The party believes that a definite policy of separation (*apartheid*) between the White races and the non-White racial groups, and the application of the policy of separation also in the case of the non-White racial groups, is the only basis on which the character and future of each race can be protected and safeguarded and on which each race can be guided so as to develop his own national character, aptitude and calling....

Source: National Party, "The National Party's Colour Policy," March 29, 1948

- 7 According to this excerpt from this National Party pamphlet, what was **one** way the National Party justified its racial policy? [1]

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Score

Outside Information:

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## Document 8

### 1952 Campaign for the Defiance of Unjust Laws

... When the ANC [African National Congress] launched its Campaign for the Defiance of Unjust Laws in 1952, Mandela was elected National Volunteer-in-Chief. The Defiance Campaign was conceived as a mass civil disobedience campaign that would snowball from a core of selected volunteers to involve more and more ordinary people, culminating in mass defiance. Fulfilling his responsibility as Volunteer-in-Chief, Mandela travelled the country organising resistance to discriminatory legislation. Charged and brought to trial for his role in the campaign, the court found that Mandela and his co-accused had consistently advised their followers to adopt a peaceful course of action and to avoid all violence.

For his part in the [1952] Defiance Campaign, Mandela was convicted of contravening [disobeying] the Suppression of Communism Act and given a suspended prison sentence. Shortly after the campaign ended, he was also prohibited from attending gatherings and confined to Johannesburg for six months....

Source: Nelson Mandela, Biographical Details, African National Congress online

8a What is **one** action the African National Congress and Nelson Mandela suggested black South Africans take against the white nationalist government? [1]

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Score

b According to this biography on the African National Congress website, what is **one** consequence Nelson Mandela faced as a result of his actions? [1]

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Score

Outside Information:

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## Document 9

This excerpt is taken from a 2006 National Public Radio program in which Nthato Motlana and Bongi Mkhabela were interviewed. Nthato Motlana played a critical role in the aftermath of the Soweto uprisings and Bongi Mkhabela was responsible for planning the student march in Soweto.

Thirty years ago, the uprising of a group of schoolchildren changed South Africa forever...

But on June 16, 1976, students in Soweto township outside Johannesburg decided to hold a protest against a government policy mandating that all classes be taught in Afrikaans, the language of South African whites.

What started as a student demonstration exploded across South Africa, helping to change the course of the nation's history by galvanizing the struggle to dismantle apartheid...

**Newscast:** At 8:15 in the morning, and precisely according to plan, students simultaneously marched out of five schools in Soweto, intending to protest the Afrikaans issue in a mass meeting at the Orlando Football Stadium...

**Nthato Motlana:** Then it became really a torrent, a sea of young, black faces. Masses of students, I mean, we'd never seen such a demonstration in many, many years. And at that point, the police tried to stop the march from going on to Orlando Stadium.

**Bongi Mkhabela:** I've never seen that many police. And you didn't only have police at that time, you had the Defense Force. So you actually had the Army.

**Nthato Motlana:** They intervened by, first of all, setting dogs. And I saw these police dogs set onto these kids, man, and I saw moments of real courage, especially from the girls.

**Bongi Mkhabela:** I mean, this is a group of kids, kids with shining black shoes and little white socks and teeny little tunics. And they are singing freedom songs, holding one another. We actually looked cute. It's unbelievable to think that anyone could have stood firm on their feet and actually shot into that crowd...

Source: "Soweto 1976: An Audio History," *NPR*

- 9 According to this National Public Radio program, what was **one** action taken by the South African government to end the student protests in Soweto? [1]

Score

Outside Information:

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## 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, protest movements have formed in response to government policies and actions. Some examples of protest movements are *the woman's rights movement in Great Britain*, *the prodemocracy movement in China*, and *the anti-apartheid movement in South Africa*. These protest movements have resulted in different government responses.

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

- Choose **two** protest movements mentioned in the historical context and for **each**
- Describe the historical circumstances surrounding this protest movement
  - Discuss an action taken by the protesters
  - Discuss a government response to this protest movement

#### 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