Bronx Engineering and Technology Academy (βETA)
Karalyne Sperling, Principal

Mr. Ott - Global History
U.S. History

Name: _____ **Date:** _____

DBQ - Document Strategies & Techniques



Step #1:

Read the questions first.

Step #2:

- Look for key words such as; *cause, effect, result, feature, change*
- Underline or circle those words

Step #3:

- Look for the number of answers expected such as; *one way, two ways*
- Underline or circle the number of answers expected

Step #4:

Look for the use of plural words such as; cause***s,*** effect***s***, reason***s***, feature***s***, change***s***

Step #5:

- Look for the use information in the text or in the picture/graph/cartoon.
- Underline the information.

Step #6:

- Complete your answer based upon the underlined information.
- Use a complete sentence.

Tip:

- If you are having difficulty answer the question. Put all of your underlined data as your answer. There are no incorrect points issued for wrong information when you also have the correct information. As long as it exists it is a correct answer.

Document #1

> . . . Large-scale sugar plantations, established first in Brazil and, after 1645, in the Caribbean islands, were enormously profitable. Plantations in Cuba gave more than a 30 percent return on capital investment; those in Barbados returned 40 to 50 percent. These islands became societies whose economies relied heavily on the labor of African captives. In 1789, one-third of the population of Cuba was comprised of Africans. Between 1730 and 1834, up to 90 percent of the populations of Jamaica, Antigua, and Grenada were Africans. In Brazil in 1800, half the population was African. . . .

Source: Willie F. Page, *Encyclopedia of African History and Culture,* Volume III, Facts on File

According to Willie F. Page, what was ***one*** impact of the arrival of Africans on Brazil and on the Caribbean Islands? [1]

_____

_____

Score

Document #2

. . . **Long-Term Effects.** The trade in African slaves brought about the largest forced movement of people in history. It established the basis for black populations in the Caribbean and in North and South America. At the same time, it disrupted social and political life in Africa and opened the door for European colonization of the continent. . . .

The shift in European demand from gold, foodstuffs, and such products to slaves changed the relations among African groups and states. The prices Africans received for slaves made it more profitable for them to take captives from their neighbors than to establish networks for producing and selling other goods. In this way the slave trade encouraged strong states to raid weaker states for slaves. As a result, many African societies were torn by organized slave wars and general banditry. Successful slave-raiding and trading societies formed new states that were dominated by military groups and constantly at war with their neighbors. . . .

Source: John Middleton, ed., *Africa: An Encyclopedia for Students,* Volume 4, Thomson Learning

Based on this excerpt from *Africa: An Encyclopedia for Students,* state ***two*** effects of the slave trade on Africa. [2]

(1) _____

_____

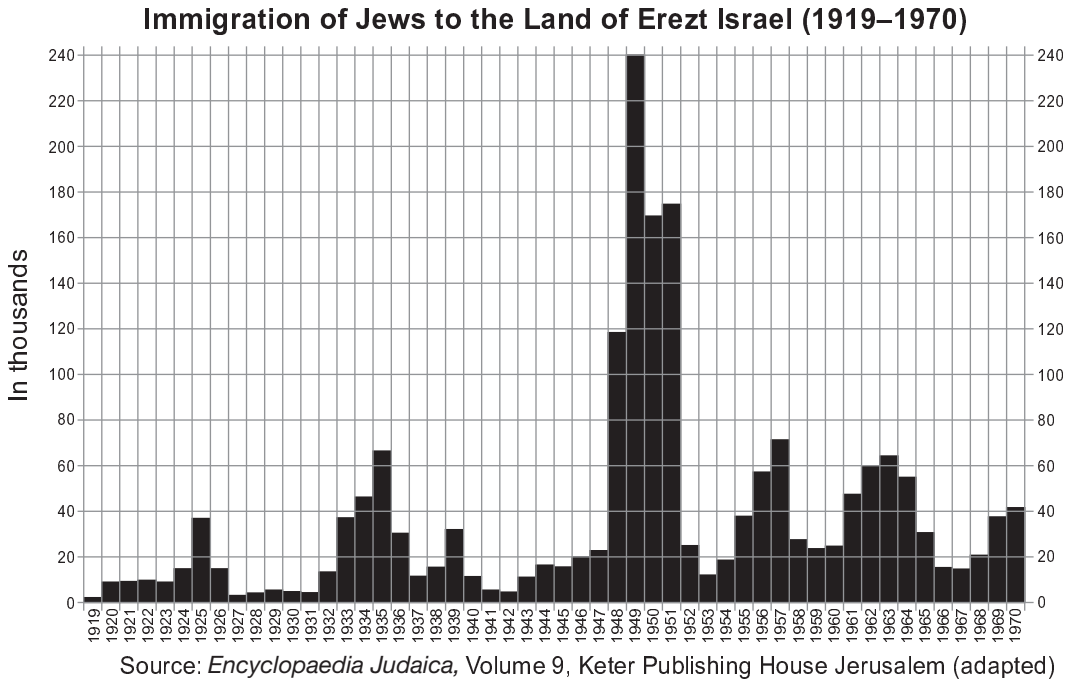
Score

(2) _____

_____

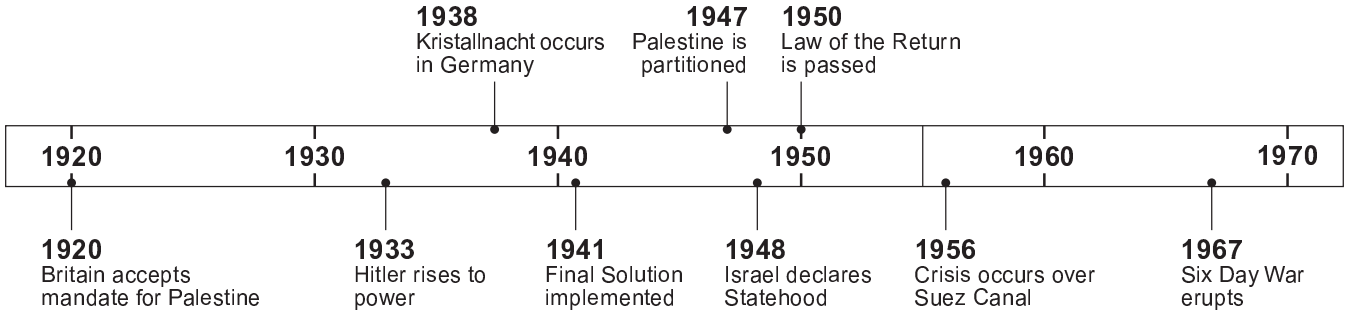
Score

Document #3a



Source: *Encyclopaedia Judaica,* Volume 9, Keter Publishing House Jerusalem (adapted)

Document #3b



Based on these documents, identify ***two*** specific reasons large numbers of Jewish immigrants moved to the Palestinian/Israeli region between 1920 and 1970. [2]

(1) _____

_____

Score

(2) _____

_____

Score

Document #4

This excerpt describes the early days of the State of Israel in 1949 when many people, including the Jews from displaced camps in Europe, were migrating into and out of the region.

> . . . At any rate, the return of the Arabs to their homes became increasingly difficult with the rise of another cataclysmic event—the mass influx of the Jews from all over the world. They had been coming, even in the midst of hostilities, at the rate of a thousand a day, in larger numbers than had been expected, and in much larger numbers than the country was ready to accommodate. The squeamishness of the Custodians of Abandoned (Arab) Property had to give way to the onrush of this deluge [flood of people] and the early comers and some of the old-timers helped themselves to whatever was left of the former Arab houses. . . .

Source: M. Z. Frank, Introduction to "From the Four Corners of the Earth," *Sound the Great Trumpet,* Whittier Books

According to M. Z. Frank, what was ***one*** effect of the Jewish migration on Israel? [1]

_____

_____

Score

Document #5

. . . 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

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 #6

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)

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

_____

_____

Score

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

_____

_____

Score

Document #7

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)

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

_____

_____

Score

Document #8

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

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 #9

This is an excerpt from a speech given by Dr. Oleh W. Gerus in 2001 at the unveiling of a monument in Manitoba, Canada, to the victims of the famine-genocide in Ukraine.

> …What have been the historical consequences of the Great Famine-Genocide?
>
> By ravaging the country side, the famine not only destroyed millions of innocent human beings—estimates range from 4 to 10 million—but also retarded [slowed] by generations the natural evolution [development] of Ukrainian nationhood. The traditional Ukrainian values of hope, individualism and hard work disappeared. Fear, apathy and alcoholism became the hallmarks of the collective farm. Cities of Ukraine remained bastions [strongholds] of Russification. In general, the traumatized survivors found themselves voiceless cogs in the huge bureaucratic machine that the Soviet Union had become….

Source: Dr. Oleh W. Gerus, "The Great Ukrainian Famine-Genocide,"
Centre for Ukrainian Canadian Studies, University of Manitoba, August 4, 2001 (adapted)

What were ***two*** consequences of the great famine-genocide in Ukraine according to Oleh W. Gerus? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Document #10

In 1970, Lon Nol overthrew Prince Norodom Sihanouk and became the leader of Cambodia. The Vietnam War had destabilized Cambodia's government and Lon Nol used this situation to gain power.

> …Richard Nixon's May 1970 invasion of Cambodia (undertaken without informing Lon Nol's new government) followed simultaneous invasions by Saigon and Vietnamese Communist forces. It created 130,000 new Khmer [Cambodian mountain people] refugees, according to the Pentagon. By 1971, 60 percent of refugees surveyed in Cambodia's towns gave U.S. bombing as the main cause of their displacement. The U.S. bombardment of the Cambodian countryside continued until 1973, when Congress imposed a halt. Nearly half of the 540,000 tons of bombs were dropped in the last six months.
>
> From the ashes of rural Cambodia arose Pol Pot's Communist Party of Kampuchea (CPK). It used the bombing's devastation and massacre of civilians as recruitment propaganda and as an excuse for its brutal, radical policies and its purge of moderate Communists and Sihanoukists. This is clear from contemporary U.S. government documents and from interviews in Cambodia with peasant survivors of the bombing….

Source: Ben Kiernan, *The Pol Pot Regime: Race, Power, and Genocide in Cambodia under the Khmer Rouge, 1975–79*, Yale University Press (adapted)

According to Ben Kiernan, what were ***two*** problems Cambodia faced during Lon Nol's rule that enabled Pol Pot to rise to power? [2]

(1)_____

_____

Score ☐

(2)_____

_____

Score ☐

Additional Questions:

1. What document compares two periods of history? _____

2. Name one additional comparrison or difference between those two periods in history?

_____

3. What four (4) documents relate to Migrations of People? _____ **and** _____ **and** _____ **and** _____

4. Name one additional migration of people in World History? _____

_____

5. What three (3) documents represent nationalism? _____ **and** _____ **and** _____

6. Name an additional event related to nationalism? _____

7. What documents relate to human rights violations? _____ **and** _____ **and** _____