Bronx Engineering and Technology Academy (βETA)
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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

> . . . Steam-engines furnish the means not only of their support but of their multiplication. They create a vast demand for fuel; and, while they lend their powerful arms to drain the pits and to raise the coals, they call into employment multitudes of miners, engineers, ship-builders, and sailors, and cause the construction of canals and railways: and, while they enable these rich fields of industry to be cultivated to the utmost, they leave thousands of fine arable fields free for the production of food to man, which must have been otherwise allotted to the food of horses. Steam-engines moreover, by the cheapness and steadiness of their action, fabricate [produce] cheap goods, and procure [acquire] in their exchange a liberal supply of the necessaries and comforts of life, produced in foreign lands. . . .

Source: Andrew Ure, *The Philosophy of Manufactures: or, an Exposition of the Scientific, Moral, and Commercial Economy of the Factory System of Great Britain*, A. M. Kelley

According to this document, what are ***two*** ways that steam engines helped the economy in Great Britain? [2]

(1)_____

_____

Score

(2)_____

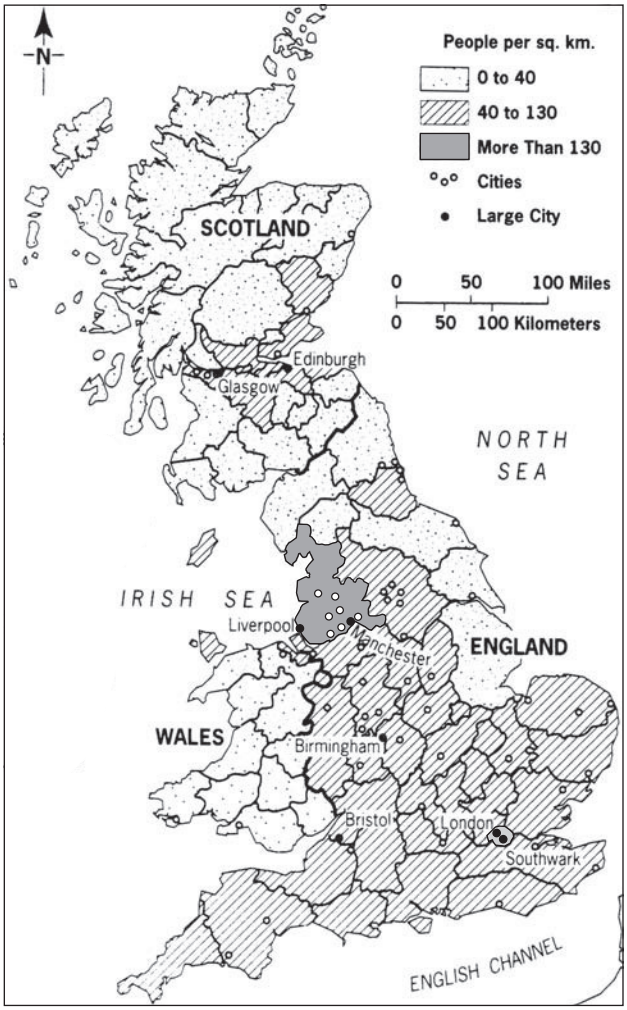
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Score

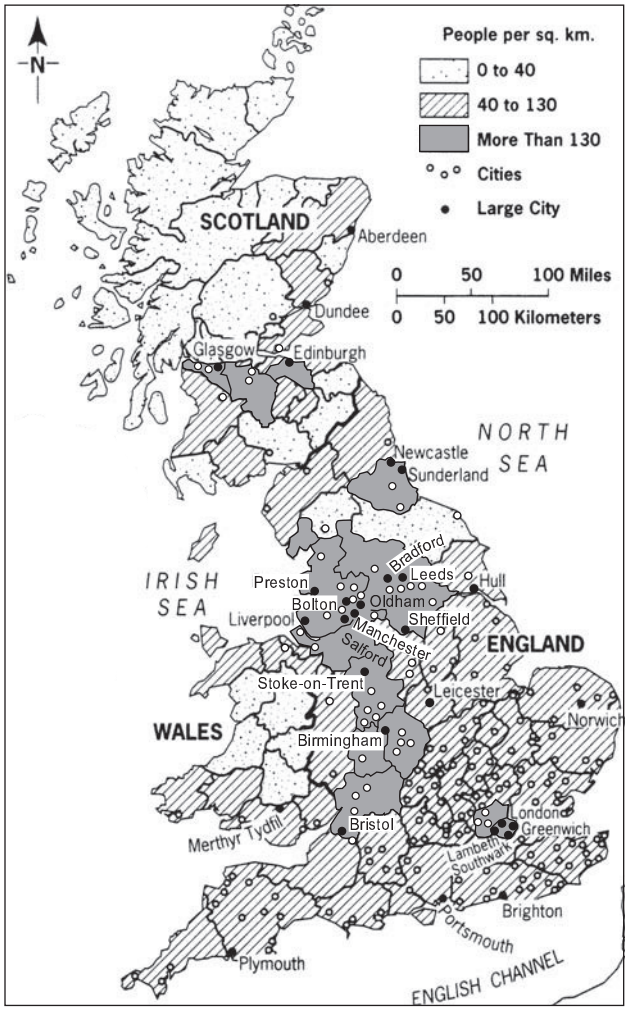
Document #2

INDUSTRIALIZATION AND DEMOGRAPHIC CHANGE

Population Density: Great Britain, 1801



Population Density: Great Britain, 1851



Source: *World Civilizations: Sources, Images, and Interpretations*, McGraw-Hill (adapted)

Based on these maps, state ***one*** change that occurred in Great Britain during the Industrial Revolution. [1]

_____

_____

Score

Document #3

Edwin Chadwick presented a report to Parliament as secretary to a commission that investigated sanitary conditions and means of improving them.

> *. . . First, as to the extent and operation of the evils which are the subject of the inquiry: . . .*
>
> That the formation of all habits of cleanliness is obstructed by defective supplies of water.
>
> That the annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times.
>
> That of the 43,000 cases of widowhood, and 112,000 cases of destitute orphanage relieved from the poor's rates in England and Wales alone, it appears that the greatest proportion of deaths of the heads of families occurred from the above specified and other removable causes; that their ages were under 45 years; that is to say, 13 years below the natural probabilities of life as shown by the experience of the whole population of Sweden. . . .

Source: Edwin Chadwick, *Report on an Inquiry into the Sanitary Condition of the Labouring Population of Great Britain,* W. Clowes and Sons, 1842

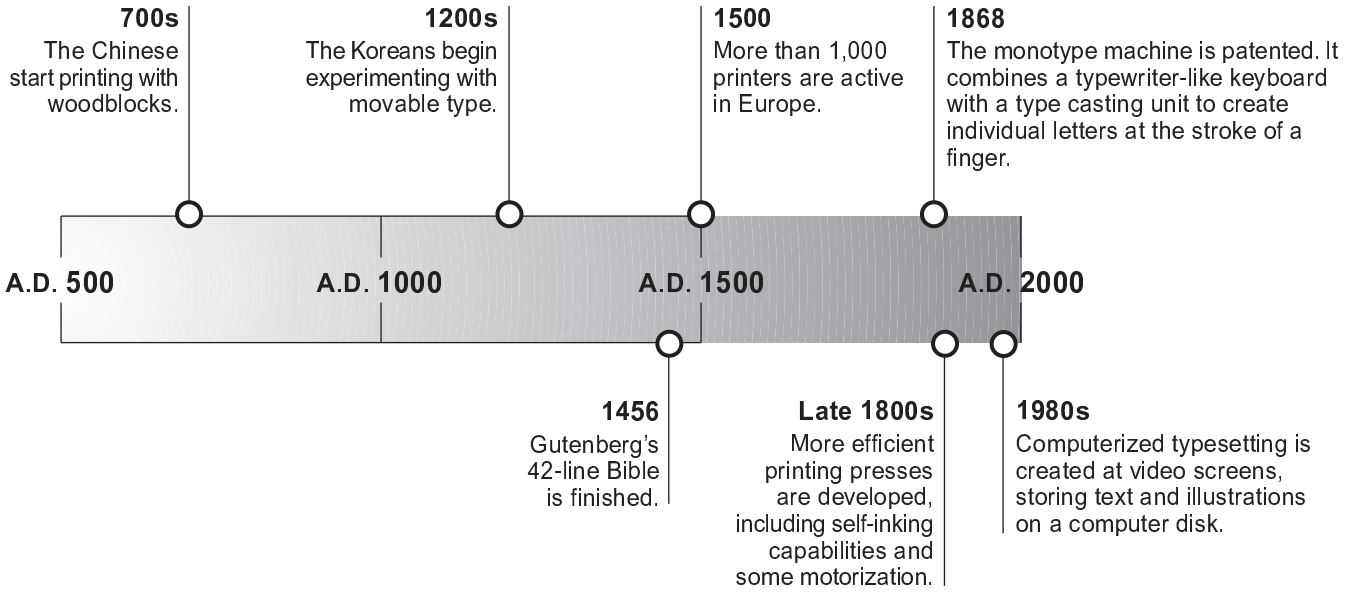
Based on this document, state ***one*** negative effect of industrialization on the workers of Great Britain. [1]

_____

_____

Score

Document #4



Source: Stephen Krensky, *Breaking Into Print*, *Before and After the Invention of the Printing Press*, Little, Brown and Company, 1996 (adapted)

Based on this document, state ***two*** advances in printing technology that took place between 500 and 2000. [2]

(1) _____

_____

Score

(2) _____

_____

Score

Document #5

> . . . Gutenberg's methods spread with stunning rapidity. By 1500 an estimated half million printed books were in circulation: religious works, Greek and Roman classics, scientific texts, Columbus's report from the New World. An acceleration of the Renaissance was only the first by-product of the Gutenberg press. Without it, the Protestant movement might have been stillborn [failed], as well as the subsequent political and industrial revolutions. Gutenberg, however, got none of the glory. His brainchild [idea] bankrupted him; the year his Bible was published, a creditor took over his business. Little more is known of the inventor — in part because he never put his own name into print. . . .

Source: Robert Friedman, ed., *The Life Millennium: The 100 Most Important Events & People of The Past 1,000 Years,* Time, 1998

Based on this document, state ***two*** effects of Gutenberg's invention. [2]

(1) _____

_____

Score

(2) _____

_____

Score

Document #6

. . . In both cities the blast totally destroyed everything within a radius of 1 mile from the center of explosion, except for certain reinforced concrete frames as noted above. The atomic explosion almost completely destroyed Hiroshima's identity as a city. Over a fourth of the population was killed in one stroke and an additional fourth seriously injured, so that even if there had been no damage to structures and installations the normal city life would still have been completely shattered. Nearly everything was heavily damaged up to a radius of 3 miles from the blast, and beyond this distance damage, although comparatively light, extended for several more miles. Glass was broken up to 12 miles.

In Nagasaki, a smaller area of the city was actually destroyed than in Hiroshima, because the hills which enclosed the target area restricted the spread of the great blast; but careful examination of the effects of the explosion gave evidence of even greater blast effects than in Hiroshima. Total destruction spread over an area of about 3 square miles. Over a third of the 50,000 buildings in the target area of Nagasaki were destroyed or seriously damaged. The complete destruction of the huge steel works and the torpedo plant was especially impressive. The steel frames of all buildings within a mile of the explosion were pushed away, as by a giant hand, from the point of detonation. The badly burned area extended for 3 miles in length. The hillsides up to a radius of 8,000 feet were scorched, giving them an autumnal appearance. . . .

Source: "The Atomic Bombings of Hiroshima and Nagasaki," Manhattan Engineer District, United States Army, June 29, 1946

Based on this document, state ***two*** effects of the atomic bombings on Hiroshima and Nagasaki. [2]

(1) _____

_____

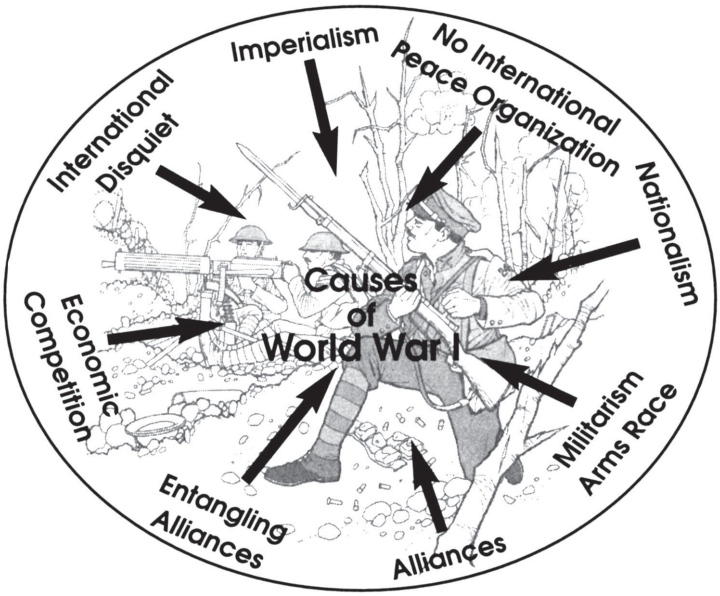
Score

(2) _____

_____

Score

Document #7



Source: Kime and Stich, *Global History and Geography STAReview*, N & N, 2003

According to this diagram, what were ***two*** reasons for World War I? [1]

(1) _____

(2) _____

Score

Document #8

. . . Our objectives in the Persian Gulf are clear, our goals defined and familiar:

- Iraq must withdraw from Kuwait completely, immediately and without condition.
- Kuwait's legitimate government must be restored.
- The security and stability of the Persian Gulf must be assured.
- American citizens abroad must be protected.

These goals are not ours alone. They have been endorsed [supported] by the U.N. Security Council five times in as many weeks. Most countries share our concern for principle. And many have a stake in the stability of the Persian Gulf. This is not, as Saddam Hussein would have it, the United States against Iraq. It is Iraq against the world. . . .

Source: Speech by President George H. W. Bush, 1990

According to this document, what were ***two*** reasons President George H. W. Bush was concerned about the Persian Gulf region in 1990? [2]

(1) _____

_____

Score

(2) _____

_____

Score

Document #9

The Yalta Conference of the heads of the governments of the United States of America, the United Kingdom, and the Union of Soviet Socialist Republics (Soviet Union) which took place February 4 –11, 1945 came to these conclusions.

DECLARATION ON LIBERATED EUROPE

. . . The establishment of order in Europe and the re-building of national economic life must be achieved by processes which will enable the liberated peoples to destroy the last vestiges [remains] of Nazism and Fascism and to create democratic institutions of their own choice. This is a principle of the Atlantic Charter — the right of all peoples to choose the form of government under which they will live — the restoration of sovereign rights and self-government to those peoples who have been forcibly deprived of them by the aggressor nations. . . .

POLAND

. . . A new situation has been created in Poland as a result of her complete liberation by the Red Army. This calls for the establishment of a Polish Provisional Government which can be more broadly based than was possible before the recent liberation of the Western part of Poland. The Provisional Government which is now functioning in Poland should therefore be reorganised on a broader democratic basis with the inclusion of democratic leaders from Poland itself and from Poles abroad. This new Government should then be called the Polish Provisional Government of National Unity. . . .

Source: *Protocol of the Proceedings of the Crimea* (Yalta) *Conference*, February, 1945 (adapted)

According to the Yalta Conference, state ***two*** ways Europe was expected to change as a result of World War II. [2]

(1) _____

_____

Score

(2) _____

_____

Score