

# Global History and Geography

## DBQ Practice Packet

Mr. Rauschenbach

Part III of the New York State Global History Regents is a **Document Based Question (DBQ)** which contains two parts. In this packet you will learn how to answer these questions effectively.

**Each DBQ has two parts:**

- A) **Scaffolding questions** based on the individual documents. These are short answer questions that ask about the information presented in the documents.
- B) **The Essay** - this is a 4-5 paragraph response to the main question. This answer **MUST** include information from the documents **AND** information from your own knowledge!

**This is what the question and instructions look like:**

**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 The question is designed to test your ability to work with historical documents.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:**

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

**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* time periods mentioned in the historical context and for *each*

- Describe the economic **and/or** social changes that occurred during that time period
- Discuss an impact of a change on society or on a specific group of people

**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”

## SCAFFOLDING QUESTIONS:

These questions follow the documents and ask specific questions about the information presented in the document itself.

**EVEN IF YOU DON'T UNDERSTAND THE WHOLE DOCUMENT YOU CAN PROBABLY ANSWER THESE QUESTIONS!!!**

Many of these questions are factual and the answers can be taken directly out of the document.

### Example Scaffolding questions:

Read the document and answer the questions below.

Document 1

#### Seven Feminine Virtues

As a woman, she should always be modest and respectful, should keep herself constantly in the background, whatever she does, should never speak of her own goodness or flinch [back away] from the performance of her assigned duties . . . and finally, should be able to endure all the humiliations and insults, from wherever they come. This is . . . the acknowledgement of her own inferiority - her inability to live up to it should be her constant worry and fear.

– Ban Zhao, a scholar and teacher during the Han Dynasty, B.C. 202-220 A.D.

1. What were *two* rules women were expected to follow during the Han Dynasty? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Take a look at full credit answers:

### Document 1

#### Seven Feminine Virtues

As a woman, **she should always be modest and respectful, should keep herself constantly in the background**, whatever she does, **should never speak of her own goodness or flinch [back away] from the performance of her assigned duties . . . and finally, should be able to endure all the humiliations and insults, from wherever they come.** This is . . . the acknowledgement of her own inferiority - her inability to live up to it should be her constant worry and fear.

– Ban Zhao, a scholar and teacher during the Han Dynasty, B.C. 202-220 A.D.

1. What were *two* rules women were expected to follow during the Han Dynasty? [2]

(1) Women should always be modest and respectful

(2) Women should endure all humiliations and insults from wherever they come

I have highlighted the parts of the document where acceptable answers are located. I simply used the words in the document and put two of the rules down in the answer spaces.

SO... Even if you don't know what a "Feminine Virtue" is OR who Ban Zhao is OR where the Han dynasty ruled YOU CAN answer the question about the document!

**NEVER LEAVE THESE BLANK!**... write something related to the question from the document!

## The Essay:

This is the more difficult part of the DBQ. You need to use the information in the documents AND information you learned in class to prove your answer to the essay question. This process starts while you are reading the documents, you must look not only for the information to answer the scaffolding questions **BUT ALSO** the information that will help you in the essay.

## YOU NEED A SYSTEM FOR COLLECTING INFORMATION!!!!

This system will be a chart that relates to the question.

For example:

If the question is:

### Historical Context:

While economic and social changes have occurred throughout history, certain time periods have seen great changes. These time periods include the **Middle Ages**, the **Industrial Revolution in England**, and the **Age of Globalization**.

### 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** time periods mentioned in the historical context and for **each**

- Describe the economic **and/or** social changes that occurred during that time period
- Discuss an impact of a change on society or on a specific group of people

With this question your chart could look something like this:

*(this is done on a computer you would draw it out on scrap paper)*

Document/What era it is about	Economic or social change	Impact on society
1 (industrial revolution)		
2(middle ages)		
3()		
4()		
5()		
6()		
7()		

OK, here it is...

## The step by step guide to answering these darn DBQ's

### **STEP 1:** READ THE QUESTION CAREFULLY! (stop laughing, you know I have to say it)

This seems simple but you need to read it carefully to make the information chart above, figure out what they are asking and how you can organize the information you get from the documents. **After this step you should have a blank chart ready to go.**

### **STEP 2:** Outside information

Think about the topic and write down what you know about it **BEFORE** you read the documents. This will be the outside information you add to the essay

### **STEP 3:** For EACH document **READ, ANSWER, GATHER**

READ- DUH!! Read it.

ANSWER - answer the scaffolding questions

GATHER - Carefully go over the document and add the any information to the chart that relates to the essay.

**Documents do not always say things directly!** For example, if you read a story about a young man learning how to throw a spear and use a sword in addition to reading and writing in school you can tell the culture thinks the military is important. **DON'T BE AFRAID TO THINK AND DRAW CONCLUSIONS!**

### **STEP 4:** Organize

**First**, figure out what topics you are going to use. **For example** the question on the previous page had documents on three different eras in history **BUT** you only have to write about two.

**Then**, DEVELOP AN OUTLINE—this does not have to be a formal English class sentence outline but simply a guide. Just jot (write) down which facts are going into each body paragraph and develop a strong thesis.

### **Step 5:** Write

RULES:

**Cite your references** (you didn't write the documents, give credit to the author)

Example: The code of Hammurabi says... or Judaism believes killing is wrong (Ten Commandments)

**DON'T JUST LIST THE FACTS FROM THE DOCUMENT!!** Use them to **PROVE** your thesis.

Here is a practice essay with some helpful hints along the way. After you do this essay I have added the scoring guide that us teachers actually use to grade them. This will allow you to judge your essay the same way we would.

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, the usage and control of waterways such as rivers, canals, straits, and seas have had economic and political effects on many societies.

**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

- Discuss how the usage or control of waterways has had economic effects *and/or* political effects on societies

In developing your answers to Part III, be sure to keep this general definition in mind:

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

##### Hymn to the Nile ca. 2100 B.C.

Adoration to the Nile!  
Hail to thee, O Nile!  
Who manifesteth thyself over this land  
And comest to give life to Egypt!  
Mysterious is thy issuing forth from the darkness,  
On this day whereon it is celebrated!  
Watering the orchards created by Ra  
To cause all the cattle to live,  
Thou givest the earth to drink, inexhaustible one!  
Path that descendest from the sky,  
Loving the bread of Seb and the first-fruits of Nepera,  
Thou causest the workshops of Ptah to prosper!  
Lord of the fish, during the inundation,  
No bird alights on the crops.  
Thou createst the corn [grain], thou bringest forth the barley,  
Assuring perpetuity to the temples.  
If thou ceaseest thy toil and thy work,  
Then all that exists is in anguish.  
If the gods suffer in heaven  
Then the faces of men waste away. . . .

Source: Oliver J. Thatcher, ed., *The Library of Original Sources*,  
University Research Extension Co. (adapted)

- 1 Based on this poem, identify **two** ways the Nile River influenced the economic development of Egypt. [2]

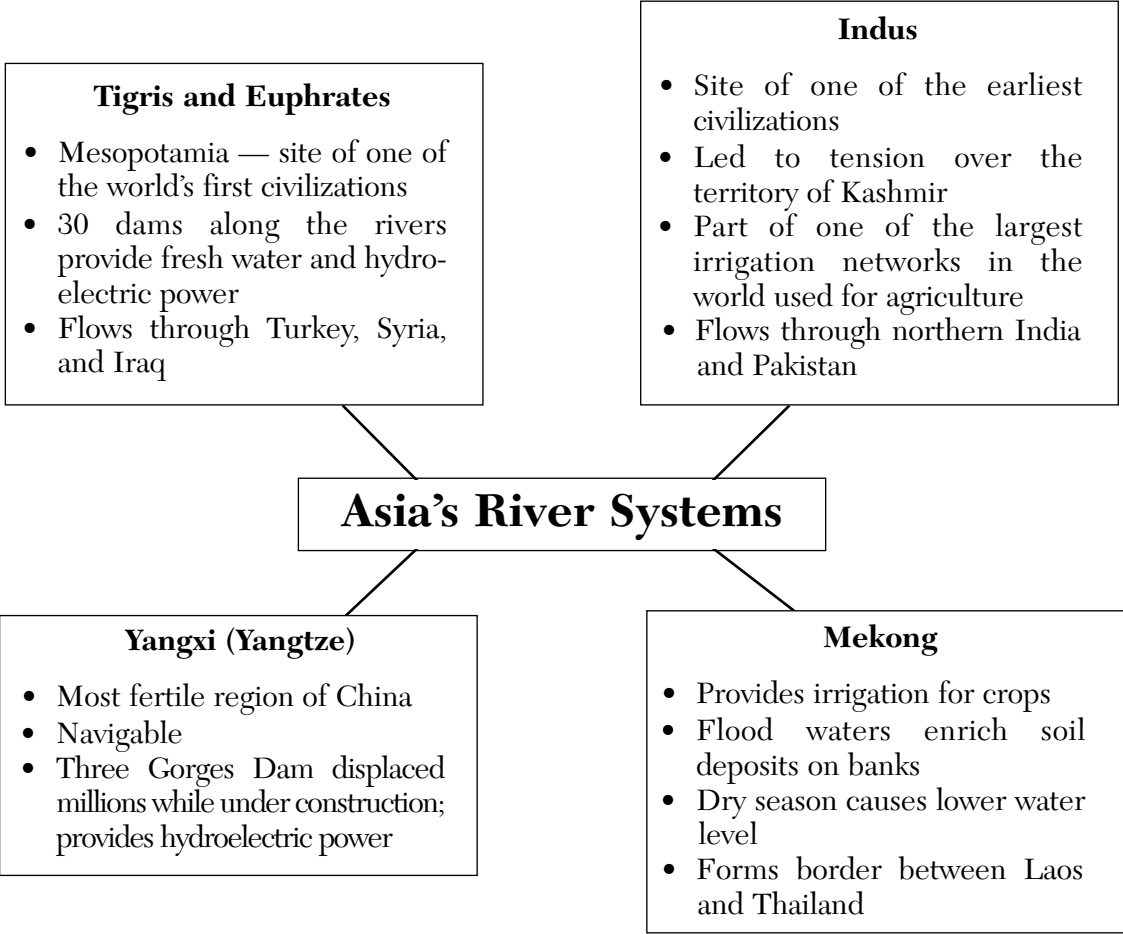
(1) \_\_\_\_\_

\_\_\_\_\_  
Score

(2) \_\_\_\_\_

\_\_\_\_\_  
Score

Document 2



2 Based on this graphic organizer, identify **two** river systems in Asia, and for **each**, state **one** effect of that river system on society. [2]

River Systems in Asia	Effect on Society
(1)	(1)
(2)	(2)

Score

Score

### Document 3

. . . Most dramatically, hydropolitics, or the interplay of water resource issues and politics, has raised tensions between countries that share drainage basins. For example, Sudan's plans to expand its irrigation networks along the upper Nile and Ethiopia's Blue Nile Dam project are both causes of concern in Egypt. To the north, Turkey's growing development of the upper Tigris and Euphrates rivers (the Southeast Anatolian Project) has raised issues with Iraq and Syria, who argue that capturing "their" water might be considered a provocative [challenging] political act. Hydropolitics has also played into negotiations between Israel, the Palestinians, and other neighboring states, particularly in the valuable Jordan River drainage, which runs through the center of the area's most hotly disputed lands. Israelis fear Palestinian and Syrian pollution; nearby Jordanians argue for more water from Syria; and all regional residents must deal with the uncomfortable reality that, regardless of their political differences, they must drink from the same limited supplies of freshwater. . . .

Source: Les Rowntree et al., *Diversity Amid Globalization*, Prentice Hall, 2003 (adapted)

- 3 According to the authors of *Diversity Amid Globalization*, what is **one** way that water resource issues have increased tension between countries? [1]

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Score

## Document 4

. . . The Aral Sea, covering an area the size of Lithuania, started receding in the 1960s after Soviet state planners diverted its water sources, the Amu Dar'ya and the Syr Dar'ya rivers, to irrigate cotton and other crops.

From 1960 to 1990, the area of irrigated land in Central Asia increased from 3.5 million hectares to 7.5 million. Cotton production soared, making the region the world's fourth largest producer. But by the 1980s the annual flow of fresh water into the Aral was barely one-tenth of the 1950 supply. The salinity [salt] level increased, destroying the sea's flora and fauna. The fishing industry suffered; all but two of the 30 species once found in the sea died out.

With no other means of water supply, the sea started to recede, eventually losing half of its former area and a third of its volume. In 1989, it divided into a smaller northern sea and a larger southern one. The two main fishing ports, Moynaq in Uzbekistan and Aralsk in Kazakhstan were left high and dry, and fishing communities found themselves 100 kilometres or more away from the shore. . . .

Source: Lloyd-Roberts and Anbarasan, "The Aral Sea: Back From The Brink?," *UNESCO Courier*

4 According to the *UNESCO Courier*, what is **one** impact the Soviet policies had on the Aral Sea region? [1]

Score

## Document 5

### Trade Routes

The Panama Canal, with its unique location at the narrowest point between the Atlantic and Pacific oceans, has had a far-reaching effect on world economic and commercial developments throughout most of this [20th] century. By providing a short, relatively inexpensive passageway between these two great bodies of water, the Canal has influenced world trade patterns, spurred growth in developed countries, and has been a primary impetus [force] for economic expansion in many remote areas of the world. For example, a vessel laden with coal sailing from the east coast of the United States to Japan via the Panama Canal saves about 4,800 kilometers (3,000 miles) versus the shortest alternative all-water route, and for a vessel laden with bananas sailing from Ecuador to Europe the distance saved is about 8,000 kilometers (5,000 miles).

By far, most of the traffic through the Canal moves between the east coast of the United States and the Far East, while movements between Europe and the west coast of the United States and Canada comprise the second major trade route at the waterway. Other regions and countries, however, such as the neighboring countries of Central and South America, are proportionately more dependent on this vital artery to promote their economic development and expand trade. . . .

Source: *Maritime Industry*, Panama Canal Authority

- 5 According to the Panama Canal Authority, what are **two** reasons the Panama Canal is important to world trade? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

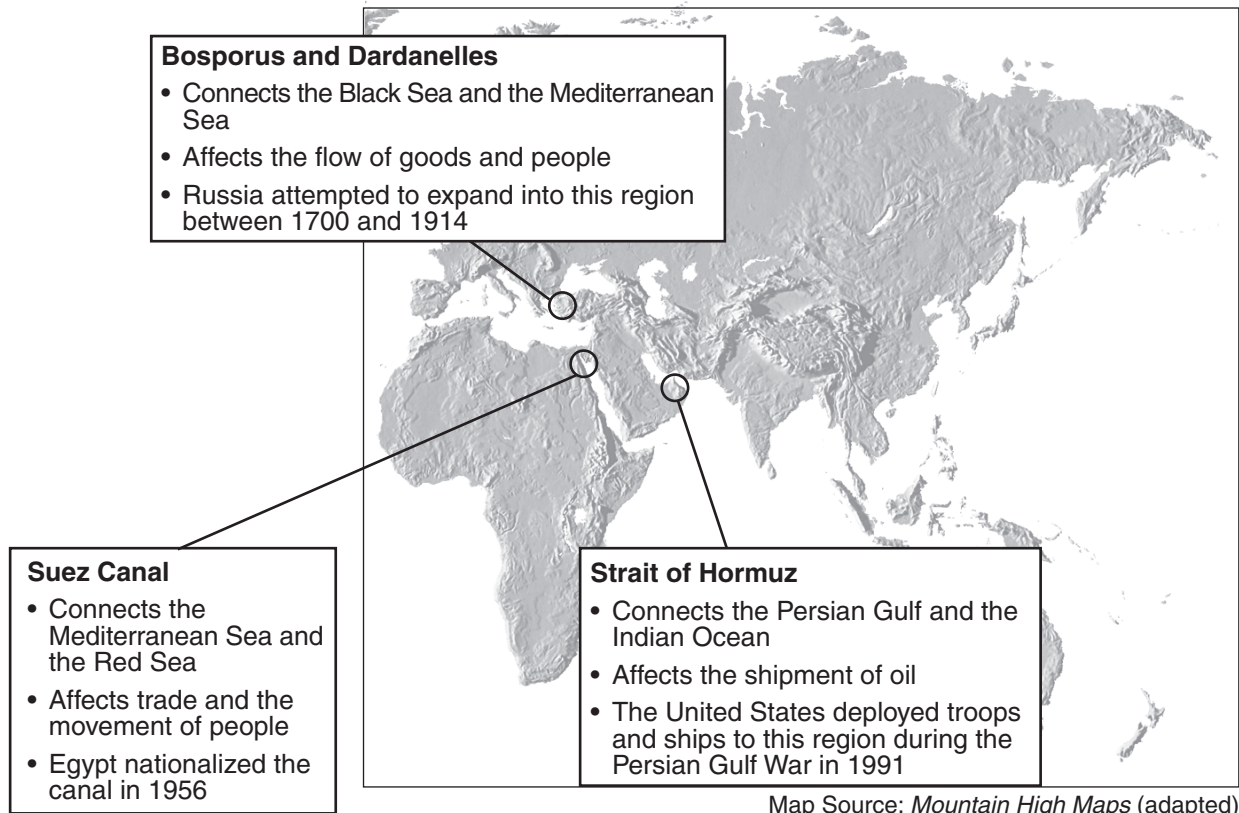
Score

## Document 6

### Chokepoints

There are approximately 200 straits (narrow bodies of water connecting two larger bodies of water) or canals around the world but only a handful are known as chokepoints. A chokepoint is a strategic strait or canal which could be closed or blocked to stop sea traffic (especially oil). This type of aggression could surely cause an international incident. . . .

Source: "Chokepoints," <http://geography.about.com> (adapted)



6a Based on this document, state the definition of a chokepoint. [1]

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Score

b Based on this document, state **two** reasons chokepoints are strategically important. [2]

(1) \_\_\_\_\_

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Score

(2) \_\_\_\_\_

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Score

## Document 7

. . . The Strait of Malacca is one of the most important strategic passages of the World because it supports the bulk of the maritime trade between Europe and Pacific Asia, which accounts for 50,000 ships per year. About 30% of the world's trade and 80% of Japan's, South Korea's and Taiwan's imports of petroleum transits through the strait, which involved approximately 11.7 Mb/d [millions of barrels per day] in 2004. It is the main passage between the Pacific and the Indian oceans with the strait of Sunda (Indonesia) being the closest alternative. It measures about 800 km in length, has a width between 50 and 320 km (2.5 km at its narrowest point) and a minimal channel depth of 23 meters (about 70 feet). It represents the longest strait in the world used for international navigation and can be transited in about 20 hours.

Traditionally, the Strait was an important passage point between the Chinese and the Indian worlds and was controlled at different points in time by Javanese and Malaysian kingdoms. From the 14th century, the region came under the control of Arab merchants who established several fortified trading towns, Malacca being the most important commercial center in Southeast Asia. Again, the control of the trade route shifted as the era of European expansion began in the 16th century. In 1511, Malacca fell to the Portuguese and this event marked the beginning of European control over the Strait. . . .

Source: Jean-Paul Rodrigue et al., *The Geography of Transport Systems*, Routledge

- 7 According to Jean-Paul Rodrigue, state **one** way the Strait of Malacca has been important to the economic development of Asia. [1]

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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, the usage and control of waterways such as rivers, canals, straits, and seas have had economic and political effects on many societies.

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

- Discuss how the usage or control of waterways has had economic effects *and/or* political effects on societies

#### 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