UNIT 3: WRITING THE DOCUMENT-BASED ESSAY
THE DOCUMENT-BASED ESSAY

The document-based essay is worth 30% of your total score on the exam, and it is divided into two equal parts: the document-based questions (15%) and the document-based essay (15%).

In the first part, you will be given anywhere from 8 to 12 documents, with a question to answer for each one. The documents are usually short passages and political cartoons. Occasionally, a chart or a map is used as a document.

In the second part of the assignment, you will be asked to write an essay using information from the documents as well your own knowledge of Global History.

On this section, many students miss out on crucial points because they:
- Fail to carefully read and understand the information provided in the Directions, Historical Context, and Task
- Have trouble comprehending and interpreting the documents
- Don't refer to at least four documents in their essay
- Are too descriptive and not analytical
- Don't refer to outside information
- Copy large chunks of the document instead of putting the information in their own words
- Don't write enough

The document-based essay rubric on the next page is the guideline that teachers use to rate the essays you will write on the exam. Understanding how you are being rated is an important part of preparing for the test. Each essay is scored on a scale of 0 to 5. Essays given a rating of a 5 or a 4 are considered high scoring; 3 is in the average range; and essays rated 1 to 2 are considered low scoring. A score of 0 means that you failed to write an essay or failed to address any aspect of the Task.
THE DOCUMENT-BASED ESSAY RUBRIC

Score of 5:
* Thoroughly develops all aspects of the task evenly and in depth
* Is more analytical than descriptive (applies, analyzes, evaluates, and/or creates information)
* Incorporates relevant information from at least four of the documents
* Incorporates substantial relevant outside information
* Richly supports the theme with many relevant facts, examples, and details
* Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:
* Develops all aspects of the task but may do so somewhat unevenly
* Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
* Incorporates relevant information from at least four of the documents
* Incorporates relevant outside information
* Supports the theme with relevant facts, examples, and details
* Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:
* Develops all aspects of the task with little depth or develops most aspects of the task in some depth
* Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
* Incorporates some relevant information from some of the documents
* Incorporates limited relevant outside information
* Includes some relevant facts, examples, and details; may include some minor inaccuracies
* Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:
* Minimally develops all aspects of the task or develops some aspects of the task in some depth
* Is primarily descriptive; may include faulty, weak, or isolated application or analysis
* Incorporates limited relevant information from the documents or consists primarily of relevant information copied from the documents
* Presents little or no relevant outside information
* Includes few relevant facts, examples, and details; may include some inaccuracies
* Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:
* Minimally develops some aspects of the task
* Is descriptive; may lack understanding, application, or analysis
* Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
* Presents no relevant outside information
* Includes few relevant facts, examples, or details; may include inaccuracies
* May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:
* Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the historical context and/or task as copied from the test booklet; OR includes only entire documents copied from the test booklet; OR is illegible; OR is a blank paper
# DOCUMENT-BASED ESSAY RATING RUBRIC

Feeling discombobulated by the rubric on the last page? We were too, so we decided to flip it into this rating rubric. This way, you can easily rate your document-based essays according to the different scoring categories.

<table>
<thead>
<tr>
<th>Addressing the Task (The bullet points)</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author addressed ALL of the bullet points in the task evenly</td>
<td></td>
<td></td>
<td>The author addressed most of the bullet points in the task, but wrote about one of them in more detail than the other(s)</td>
<td>The author only addressed one of the bullet points in the task, but not the other(s)</td>
<td>The author didn't address the task at all</td>
</tr>
</tbody>
</table>

| Analysis | The author was more analytical than descriptive. He/She analyzed, evaluated, and/or created information | The author was both descriptive and analytical | The author was more descriptive than analytical | The author was primarily descriptive. He/She tried to analyze, but the analysis was kinda weak | The essay had no analysis. All the author did was describe what happened |

| Info from the Documents | The author incorporated relevant info from at least 4 of the documents | The author incorporated relevant info from some of the documents | The author incorporated limited relevant info from the documents or copied relevant info from the documents | The author made vague, unclear references to the documents or included irrelevant info copied from the documents | The author included no relevant outside info |

| Outside Info | The author included LOTS of relevant outside info | The author included relevant outside info | The author included limited outside info | The author included little relevant outside info | The author included no relevant outside info |

| Evidence | The essay is LOADED with evidence. The author richly supported all of the bullet points with lots of relevant facts, examples, and details | The essay includes relevant facts, examples, and details for most of the bullet points | The essay includes some facts, examples, and details | The essay includes few facts, examples, and details, and may include information that is inaccurate | The essay includes little or no accurate or relevant facts, examples, or details |

| Essay Development & Organization | The essay is well-organized. The introduction and conclusion are written in the author's own words and go beyond restating the theme. The body paragraphs have topic sentences, and the author uses LOTS of transition words and phrases to lead the reader smoothly from one thought to the next | The essay is satisfactorily organized. The author restated the theme in the introduction and conclusion. Some of the body paragraphs have topic sentences, and the author uses some transition words and phrases to lead the reader smoothly from one thought to the next | The essay is poorly organized. The author failed to address the theme in the introduction and conclusion. The body paragraphs lack topic sentences, and the author didn't use transition words and phrases. When read aloud, the essay sounds confusing | The essay has no organization. It lacks a separate introduction, body paragraphs, and conclusion. It's just one big blob of thoughts that make no sense |
WHAT DID FRANK DO?

Let's take a look at Frank's approach to the document-based essay from his previous Global History Regents exam:

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 III**

**DOCUMENT-BASED QUESTION**

This question is based on the accompanying documents. It 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 both the source of each document and any point of view that may be presented in the document.

**Historical Context:**

The French Revolution (1789–1814), which included Napoleon's reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

**Task:**

Using 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 the political, economic, and/or social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss one impact the French Revolution had on the world outside France

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Have you ever tried Frank's approach?

What's wrong with Frank's approach?

Remember that the document-based essay rubric requires you to write an essay in your own words. How can you avoid being like Frank? Learn some essay writing strategies so that you won't lose points for simply copying from the documents. The next song, "Organize/Analyze," will teach you how to write a strong document-based essay.
"ORGANIZE/ANALYZE" LYRICS

Directions: As you listen to the song, follow along with the lyrics.

I want everybody to stand up right now
OK, now, sit back down
We bout to focus on this document-based essay
Organize/Analyze

You number all the tasks
Find a document to match
Write a long essay
DBQ ready to smash
Outline each paragraph
Don't just describe: Explain (2x)

Organize: put a number next to each point in the task, kid
Then pair each document up with the task it matches
Analyze: answer short answers by citing the evidence
Be sure to use your own words writing 1-2 sentences
Organize: make an outline that you will be using
Know your paragraphs: introduction, body, and conclusion
Analyze: write your essay; a thorough explanation
Don't just describe what happened, say why and use outside information

You number all the tasks
Find a document to match
Write a long essay
DBQ ready to smash
Outline each paragraph
Don't just describe: Explain (2x)

Now smash tasks...

The more you write, the better!
Write a long essay
Bring in that outside information
Let 'em know what you know
Stay organized
And use everything you can find from the documents
Make sure you analyze
Now apply it to those questions in the task
Now smash tasks....
"ORGANIZE/ANALYZE" REWIND

Directions: Fill in the blanks to review the steps you have learned in the song about the document-based essay.

STEP 1: Write a number next to each bullet point in the ______________. Then pair up each ______________ with the Task that it matches.

STEP 2: Answer the document-based questions. Your answer should be ______________ sentences in length, using your own words.

STEP 3: Make an ______________ that will help you plan your essay.

STEP 4: Don't just describe what happened, say ______________ and use ______________.

Now, complete STEP #1 from above by placing a number next to each bullet point in the Task:

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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 III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It 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 both the source of each document and any point of view that may be presented in the document.

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- Discuss how the French Revolution affected the people of France
- Discuss one impact the French Revolution had on the world outside France

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**DON'T JUST DESCRIBE, ANALYZE!**

One of the most important requirements when writing a thematic essay is to go beyond simply describing issues and events and to analyze them.

When you analyze, you not only state the facts, you explain and interpret them by answering these questions:

- Why did the events take place?
- What were their consequences? Positive or negative?
- How did they relate to other events or developments?
- What did the events lead to?

One technique you can use to make sure that you are analyzing is to use transition words and phrases. Transition words and phrases will help you to go beyond just describing what happened, make wider connections, and provide evidence for your arguments.

<table>
<thead>
<tr>
<th>When you need to introduce an example:</th>
<th>When you need to talk about ideas in an order:</th>
<th>When you need to show cause and effect:</th>
<th>When you need to wrap up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>· For example</td>
<td>· After</td>
<td>· And so</td>
<td>· In conclusion</td>
</tr>
<tr>
<td>· One example of this is</td>
<td>· Eventually</td>
<td>· Consequently</td>
<td>· As a result</td>
</tr>
<tr>
<td>· For instance</td>
<td>· Previously</td>
<td>· Therefore</td>
<td>· Therefore</td>
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<tr>
<td></td>
<td>· Afterwards</td>
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<td>· Finally</td>
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<td>· Second</td>
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<td>· And then</td>
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<td>· First</td>
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<td>· Followed by</td>
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<td></td>
<td>· At this time</td>
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<td>· Last</td>
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<td>· Before</td>
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<td></td>
<td>· Meanwhile</td>
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<td>· Ultimately</td>
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<td>· Next</td>
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<tr>
<td>When you need to refer to the text or an author:</td>
<td>When you need to compare:</td>
<td>When you need to contrast:</td>
<td></td>
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<tr>
<td>· According to (author's name, name of book, document 1)</td>
<td>· Similarly</td>
<td>· A different view is</td>
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<td></td>
<td>· Likewise</td>
<td>· Nevertheless</td>
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<td></td>
<td>· Whereas</td>
<td>· However</td>
<td></td>
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<tr>
<td></td>
<td>· By comparison</td>
<td>· Nor</td>
<td></td>
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<td></td>
<td>· Like</td>
<td>· In contrast</td>
<td></td>
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<td></td>
<td>· And</td>
<td>· On the contrary</td>
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<tr>
<td>When you need to introduce an additional idea:</td>
<td>· Furthermore</td>
<td>· Unlike</td>
<td></td>
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<tr>
<td>· Additionally</td>
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<td>· On the other hand</td>
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<td>· As well as</td>
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<td>· In addition</td>
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<tr>
<td>· Again</td>
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<td></td>
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<tr>
<td>· Also</td>
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<tr>
<td>· Equally important</td>
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<td>· One could also say</td>
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<td>· And</td>
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<td>· Finally</td>
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<tr>
<td>· And then</td>
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<tr>
<td>· Further</td>
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<td></td>
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<tr>
<td>· Another</td>
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<td></td>
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<tr>
<td>· Furthermore</td>
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</tbody>
</table>

When you need to reference time:

<table>
<thead>
<tr>
<th>When you need to reference time:</th>
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</thead>
<tbody>
<tr>
<td>· After</td>
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<tr>
<td>· Earlier</td>
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<tr>
<td>· Afterwards</td>
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<tr>
<td>· Finally</td>
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<td>· Immediately</td>
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<td>· Then</td>
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<td>· Before</td>
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<td>· Thereafter</td>
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<tr>
<td>· During</td>
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<tr>
<td>· Later</td>
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<tr>
<td>· To this day</td>
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</tbody>
</table>
Directions: Rewrite the descriptive passage below into one that is more analytical. Tell WHY the events took place. Discuss the consequences and how the event relates to other events. Explain what the event led to, and use the transition words from the previous page.

"In France, things were unfair. There were three social classes, called the Three Estates. The Third Estate, which made up about 98% of the population, had the fewest rights and were taxed the most. The King, Louis XVI, was viewed as corrupt. The Third Estate used nationalism to overthrow the oppressive government."
Now that you know the steps for answering document-based questions, take a look at Frank's answers and learn from his mistakes by writing better ones. Make sure note which task each document addresses. The first note has been completed for you.

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 (Task 1)

... Powers of the king.—The King, Louis XVI, was absolute. He ruled by the divine right theory which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could declare war and make peace. He levied taxes and spent the people's money as he saw fit. He controlled the expression of thought by a strict censorship of speech and press. By means of lettres de cachet (sealed letters which were really blank warrants for arrest) he could arbitrarily imprison anyone without trial for an indefinite period. He lived in his magnificent palace at Versailles, completely oblivious to the rising tide of popular discontent. . . .

Source: Friedman & Foner, A Genetic Approach to Modern European History, College Entrance Book Co., 1938

1 According to this document by Friedman & Foner, what is one cause of the French Revolution? [1]

Frank's answer: the king could not enforce laws.

Your answer:
2 Based on the information in these graphs, identify one cause of the French Revolution. [1]

Frank's answer: The clergy owned 65 percent of the land.

Your answer:
July 12, 1789

... The 12th. Walking up a long hill, to ease my mare. I was joined by a poor woman, who complained of the times, and that it was a sad country; demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a franchar (42 lb.) of wheat, and three chickens, to pay as a quit-rent to one Seigneur [noble]; and four franchars of oats, one chicken and 1 sou [small unit of money] to pay to another, besides very heavy tailles [taxes on the land and its produce] and other taxes. She had seven children, and the cow's milk helped to make the soup. But why, instead of a horse, do not you keep another cow? Oh, her husband could not carry his produce so well without a horse; and assses are little used in the country. It was said, at present, that something was to be done by some great folks for such poor ones, but she did not know who nor how, but God send us better, car les tailles & les droits nous ecrasent [because the taxes and laws are crushing us]. — This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent, and her face so furrowed [wrinkled] and hardened by labour, — but she said she was only twenty-eight. An Englishman who has not travelled, cannot imagine the figure made by infinitely the greater part of the countrywomen in France; it speaks, at the first sight, hard and severe labour: I am inclined to think, that they work harder than the men, and this, united with the more miserable labour of bringing a new race of slaves into the world, destroys absolutely all symmetry of person [balanced proportions] and every feminine appearance. To what are we to attribute this difference in the manners of the lower people in the two kingdoms? To Government... .

Source: Miss Betham-Edwards, ed., Arthur Young’s Travels in France During the Years 1787, 1788, 1789, G. Bell and Sons (adapted)

3 Based on this document of Arthur Young’s travels, state one reason the French peasants were dissatisfied with their life during this period of French history. [1]

Frank’s answer: The country was sad.

Your answer:
<table>
<thead>
<tr>
<th>Date</th>
<th>Ruling Government</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789–1791</td>
<td>National Assembly</td>
<td>• Constitutional monarchy established</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feudalism abolished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Declaration of the Rights of Man and the Citizen adopted</td>
</tr>
<tr>
<td>1791–1792</td>
<td>Legislative Assembly</td>
<td>• Constitutional monarchy undermined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mob forced king to flee to the safety of the Legislative Assembly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• War declared against Austria and Prussia</td>
</tr>
<tr>
<td>1792–1795</td>
<td>The First Republic and The Convention</td>
<td>• France declared a Republic (Sept. 1792)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• France ruled by Committee of Public Safety</td>
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<tr>
<td></td>
<td></td>
<td>• Radicals (Jacobins) overcame moderates (Girondins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Terror used to execute “enemies of the regime”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Robespierre executed</td>
</tr>
<tr>
<td>1795–1799</td>
<td>The Directory</td>
<td>• Five directors ruled as executive</td>
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<td></td>
<td></td>
<td>• Coups d’état attempted by radical and conservative forces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Napoleon overthrew the government in a coup d’état (Nov. 1799)</td>
</tr>
</tbody>
</table>

4 Based on this chart, identify two political changes that occurred during the French Revolution. [2]

(1) Frank’s answer: The Declaration of the Rights of Man and the Citizen was abolished.

(1) Your answer:

(2) Frank’s answer: Ruling governments.

(2) Your answer:
The Declaration of the Rights of Man and the Citizen

**Article 1** – Men are born and remain free and equal in rights. Social distinctions may be based only on considerations of the common good.

**Article 4** – Liberty consists in being able to do anything that does not harm others: thus, the exercise of the natural rights of every man has no bounds other than those that ensure to the other members of society the enjoyment of these same rights. These bounds may be determined only by Law.

**Article 6** – The Law is the expression of the general will. All citizens have the right to take part, personally or through their representatives, in its making. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents.

**Article 11** – The free communication of ideas and of opinions is one of the most precious rights of man. Any citizen may therefore speak, write and publish freely, except what is tantamount [equivalent] to the abuse of this liberty in the cases determined by Law.

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Based on this excerpt from *The Declaration of the Rights of Man and the Citizen*, state two ways the National Assembly attempted to redefine the relationship between the individual and the government. [2]

(1) Frank's answer: Social distinctions.

(1) Your answer:

(2) Frank's answer: People should have equal employment.

(2) Your answer:
Helen Williams was a foreigner living in Paris in 1793. She sympathized with those who wanted France to form a republic. She was arrested because her views differed from the views of those in power.

. . . After two months in our new prison, we were released. A young Frenchman, who has since married my sister, managed to get us released by haunting all the officials he could find and finally by begging the release from Chaumette, the procurer of the Paris Commune, and a tyrant. So we were free but were watched. We could see very few people and went out little, and yet it was a sort of liberty. We feared to go out, in case, without realizing it, we committed some transgression [offense] that would lead to being arrested again. We hardly spoke to anyone, for there were spies everywhere, and we jumped at each knock at the door, fearing arrest. For the prisons were growing more crowded daily, and more and more were going to the scaffold as the Reign of Terror tightened its hold. “Suspicion” was now a warrant for imprisonment, and conspiracy and murder were in the air. One man was arrested because he “looked” noble, another because a total stranger swore that he supported monarchy. Some were arrested for having been rich, others for being clever. Many who were arrested asked for the reason in vain. And the numbers of executions rose, and the horrors increased, and the stories of both courage and cowardice were passed from home to home. Yet it seemed to me that there was more courage than cowardice to be found, which gave us hope for humanity even in these dark days.

Soon after our release from prison, we decided to move from the center of the town to a house in the most remote part of the faubourg [suburb], Saint Germain. Our new home was but a few moments walk from the countryside. But although we were close, we did not dare to walk there. The parks and woods that surrounded us and had once belonged to royalty were now haunted by revolutionaries, despots, police spies, even the conspirators themselves on occasion. So we walked in the common fields near our house, where people put their animals to graze. I have no words to describe how reluctantly we returned from our walks to Paris, that den of carnage, that slaughterhouse of man. The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood. And just when it seemed that things could get no worse, when you thought it was not possible to increase the stream of people flowing to the scaffold, you were proved wrong, and the pace of the flow quickened even more. . . .

Source: Jane Shuter, ed., Helen Williams and the French Revolution, Raintree Steck-Vaughn Publishers (adapted)

6 According to Helen Williams, what is one impact the Reign of Terror had on the people of Paris in 1793? [1]

Frank’s answer: The rich were clever.

Your answer:
Document 7

... By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the “careers open to talents” already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system. . . .


7 According to John Hall Stewart, what is one change brought about by the French Revolution by 1799? [1]

Frank’s answer: People were educated for the first time.

Your answer:

Document 8

... The lasting quality of Napoleon’s reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social change that had been set in motion. . . .


8 According to Robert B. Holtman, what is one impact the French Revolution and Napoleon’s reforms had on a nation or region outside France? [1]

Frank’s answer: Social change.

Your answer:
The Ambiguous Legacy of the Revolution

... However, the majority of Europeans and non-Europeans came to see the Revolution as much more than a bloody tragedy. These people were more impressed by what the Revolution accomplished than by what it failed to do. They recalled the Revolution's abolition of serfdom, slavery, inherited privilege, and judicial torture; its experiments with democracy; and its opening of opportunities to those who, for reasons of social status or religion, had been traditionally excluded.

One of the most important contributions of the French Revolution was to make revolution part of the world's political tradition. The French Revolution continued to provide instruction for revolutionaries in the 19th and 20th centuries, as peoples in Europe and around the world sought to realize their different versions of freedom. Karl Marx would, at least at the outset, pattern his notion of a proletarian revolution on the French Revolution of 1789. And 200 years later Chinese students, who weeks before had fought their government in Tiananmen Square, confirmed the contemporary relevance of the French Revolution when they led the revolutionary bicentennial parade in Paris on July 14, 1989.

Source: Thomas E. Kaiser, University of Arkansas

9a According to Thomas E. Kaiser, what is one change that resulted within France from the French Revolution? [1]

Frank's answer: It left a legacy.

Your answer:

9b According to Thomas E. Kaiser, what are two effects the French Revolution had outside France? [2]

(1) Frank's answer: It made an important contribution.

(1) Your answer:

(2) Frank's answer: It led to a bicentennial parade.

(2) Your answer:
“When France sneezes, the world catches a cold.” This saying came about from the French Revolution. Starting out as a way to overthrow the government, the French Revolution effected all of Europe. From the Reign of Terror to the dawn of the Napoleonic Wars, France became a problem. The people of France got their revolution, the people of Europe got a problem.

The French Revolution started in the late 1700s with the upper class severely overpowering the lower class. Document 2 shows how only the lower class was taxed. The upper class clergy and nobles were much richer than the common people, therefore the upper class are the ones that should have been taxed. The common people made up 98 percent of the population. When the people realized there was strength in numbers, it was only a matter of time. The French People were hit hard by the revolution. Shown in Document 4, France was through 4 different governments in 10 years. In document 6, it is talked about how many people no longer knew why they were going to be killed. They could be sent to the gallows for a reason unbeknownst to them. However, the revolution did bring about freedom for the people, a constitution. Document 5 is excerpts from the declaration of the rights of men, similar to our constitution. People were given freedom of speech, and the right to take part in their government.

The French Revolution led to the Napoleonic Wars. Effecting most of Europe in the early 1800s. This led to many problems. No one wants to be taken over and Europe was having trouble stopping Napoleon. When it was all said and done, Europe
had been affected greatly. In document 9, it shows how the revolution helped Karl Marx develop his ideas. Feudalism had been abolished in countries like Naples.

With the bad, came the good. As the French Revolution affected the whole world and would eventually lead to World Wars, Industrial Revolutions, etc. The Congress of Vienna is what would end one chapter of world history and begin another.
# RATE FRANK

**Directions:** Circle on the rubric how Frank did in each category.

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I would give Frank a ___ out of 5 on his document-based essay.
MODEL ESSAY

Now that you’ve read Frank’s poorly written document-based essay, you may be wondering what a well-written document-based essay looks like. Take a look at the essay below. It received a 5 out of 5, which means that it addresses all aspects of the task, is analytical, provides evidence from the documents and outside information, and is well-organized.

Throughout history, there have been certain events that have affected not only a certain people or region, but the entire world. One of those events was the French Revolution. This call for freedom and equality by the French people later affected not only France and Europe but the rest of the world.

There were many causes of the French Revolution. One cause was that the king had absolute power, which he used to levy high taxes, imprison people without just cause and censor free speech and the press (Document 1). Another cause was the vast injustices against the Third Estate which made up 98% of the population. The Third Estate had little say in government, but paid the highest amount of taxes, which was spent on supporting the king’s lavish lifestyle and superfluous laws (Document 2). These people were often very poor, with little land and almost nothing to eat, yet were still burdened by unreasonable taxes (Document 3). However, the Third Estate also consisted of an educated middle class, the bourgeoisie. These educated doctors, lawyers, and merchants were aware of the ideas of Enlightenment thinkers Locke and Voltaire, who wrote of natural rights for all people and a fair and just government. They were also aware of the successful American Revolution in which the American colonies broke away from Britain and established a democratic government. The
The American idea of "no taxation without representation" struck the hearts of the people of the Third Estate. These new ideas, combined with the deep injustices being committed, set the stage for the French Revolution.

The Revolution affected France greatly. The government changed many times, creating turmoil in the country. The Reign of Terror, in which many people accused of plotting against the government were executed, led to a bloodbath throughout the country. Thousands were executes without trial, leading to much chaos (Document 6). Despite the chaos, many of the different governments made beneficial reforms. In theory, people were granted freedom of speech and the press, and education was more readily available (Document 7). Under Napoleon, laws were codified, the power of the Catholic Church was reduced, and political advancement was based on merit. So after a few years of turmoil, the French Revolution achieved many of its desired goals.

The French Revolution had a profound effect on the rest of the world as well. Napoleon conquered many countries and instituted his reforms in those places, many of which were kept in place after his downfall (Document 8). Napoleon's rule also led to the rise of nationalism in other lands. This nationalism became one of the causes of the unification of Italy and Germany. The French Revolution also provided a basis for future revolutions. According to Document 9, Karl Marx based
Chinese Revolution in Tiananmen Square in 1989 (Document 9) also evidence that the French Revolution has had a lasting effect on shaping modern history.

In conclusion, the French Revolution can truly be called a turning point in history. Developed from peasant dissatisfaction, it escalated into a revolution that changed the world. It also challenged the idea of absolute monarchy based on divine right in Europe and provided an example of democratic revolution for the rest of the world.
Now that you have learned from Frank's mistakes and read a model essay, it's your turn to practice writing. Here is our essay prompt again:

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 III**

**DOCUMENT-BASED QUESTION**

This question is based on the accompanying documents. It 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 both the source of each document and any point of view that may be presented in the document.

**Historical Context:**

The French Revolution (1789–1814), which included Napoleon’s reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

**Task:**

Using 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 the political, economic, *and/or* social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss *one* impact the French Revolution had on the world outside France
Hold up! Before you write your essay, you need to make an outline. We're going to help you out by sharing the table outline format with you. Fill it in with the relevant facts, examples, and details that you will include in your essay. Remember this format! It will come in handy on test day!

<table>
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Now, write your essay, using your outline as a guide:

WRITING TIPS:

Introduction:
* Your opening sentence can be similar to the "Historical Context" section of the essay prompt.
* In one or two sentences, mention the ideas you will discuss in your essay (without saying "I will...")
* Don't forget to write your thesis statement!
**WRITING TIPS:**

**Body Paragraphs:**
* Start each body paragraph with a strong, clear, short topic sentence that accurately tells the reader what the paragraph is about.
* Don't just describe, ANALYZE!
* Include at least four examples from the documents.
* Be sure to cite the documents by using phrases such as “According to document Z” or putting a (Doc 4) at the end of a sentence.
* Include outside information.
* Don't forget to use transition words and phrases to lead the reader smoothly from one thought to the next.
* End each paragraph with a strong, clear concluding sentence that accurately wraps up your thoughts.
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WRITING TIPS:

Conclusion:
* Your conclusion should begin with a reworded topic sentence (the first sentence of your essay)
* Summarize your main points
* Your last sentence can be similar to the thesis you wrote in the introduction
## RATE YOURSELF

**Directions:** Circle on the rubric how you think you did in each category.

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MORE REGENTS PRACTICE

Here are some things you can do at home to practice what you have learned in this unit:

LISTEN TO THE MUSIC
☐ Listen to "Organize/Analyze" song and follow the lyrics.
☐ Memorize the song!

GO TO WWW.MYFRESHPREP.ORG
☐ Select an essay from the list of previous Regents exams.
   Write and submit your essay. You can even print it out to show your teacher.