

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). This question is designed to test your ability to work with historical documents.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 both the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, many nations have attempted to change their economic systems with mixed results.

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 a way in which *two* nations have attempted to bring about economic reform over time and describe the economic system that was in place before the change
- Evaluate the impact of the economic reform in *each* nation

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

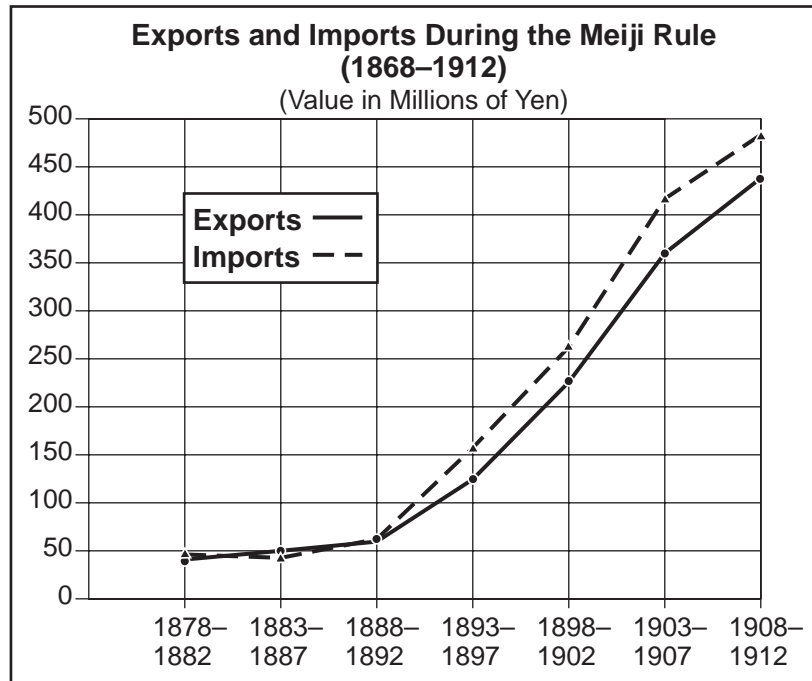
Tokugawa Laws of Japan in 1634

- Japanese ships shall not be sent abroad.
- No Japanese shall be sent abroad. Anyone breaking this law shall suffer the penalty of death. . . .
- All Japanese living abroad shall be put to death when they return home.
- The arrival of foreign ships must be reported to Edo [Tokyo] and a watch kept over them.
- The samurai shall not buy goods on board foreign ships.

1 What was the Tokugawa policy toward foreign trade? [1]

Score

Document 2



2 According to this graph, what economic change occurred during the Meiji rule? [1]

Score

Document 3

In *The Wealth of Nations* (1776), Adam Smith described laissez-faire philosophy:

Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interests his own way, and to bring both his industry [efforts] and capital into competition with those of any other men or order of men.

3 According to this document, what limits should the government place on an individual's actions in the economy? [1]

Score

Document 4

This is an excerpt from William Cooper's testimony before the Sadler Committee in 1832.

<p><i>Sadler:</i> When did you first begin to work in mills? <i>Cooper:</i> When I was ten years of age. <i>Sadler:</i> What were your usual hours of working? <i>Cooper:</i> We began at five in the morning and stopped at nine in the night. <i>Sadler:</i> What time did you have for meals? <i>Cooper:</i> We had just one period of forty minutes in the sixteen hours. That was at noon. <i>Sadler:</i> What means were taken to keep you awake and attentive? <i>Cooper:</i> At times we were frequently strapped. <i>Sadler:</i> When your hours were so long, did you have any time to attend a day school? <i>Cooper:</i> We had no time to go to day school.</p>
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This is an excerpt from the testimony of Joseph Hebergam to the Sadler Committee.

<p><i>Sadler:</i> Do you know of any other children who died at the R ____ Mill? <i>Hebergam:</i> There were about a dozen died during the two years and a half that I was there. At the L ____ Mill where I worked last, a boy was caught in a machine and had both his thigh bones broke and from his knee to his hip . . . His sister, who ran to pull him off, had both her arms broke and her head bruised. The boy died. I do not know if the girl is dead, but she was not expected to live. <i>Sadler:</i> Did the accident occur because the shaft was not covered? <i>Hebergam:</i> Yes.</p>
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4 To what extent are the conditions described in this testimony a result of the economic system in place in 1832? [1]

Score

Document 5

British Factory Legislation

1833	Parliament passed a Factory Act, which forbade nearly all textile mills from employing children under eleven years, and prohibited children between eleven and thirteen from working more than forty-eight hours a week, or nine in a single day. It also prohibited youths between the ages of thirteen and eighteen from working more than sixty-nine hours a week, or twelve in a single day. These work periods were to include an hour and a half for meals. Children under thirteen were required to have two hours of schooling per day.
1847	The Ten Hours Act limited the workday to ten hours for women and children who worked in factories.
1880	The first Employers' Liability Act granted compensation to workers for on-the-job injuries not their own fault.

5 Identify *two* actions taken by the government to change economic policy. [2]

(1) _____

Score

(2) _____

Score

Document 6

Stalin's first Five-Year Plan, adopted by the party in 1928, called for rapid industrialization of the economy, with an emphasis on heavy industry. It set goals that were unrealistic—a 250 percent increase in overall industrial development and a 330 percent expansion in heavy industry alone. All industry and services were nationalized, managers were given predetermined output quotas by central planners, and trade unions were converted into mechanisms for increasing worker productivity.

. . . the Socialist way . . . is to set up collective farms and state farms which leads to the joining together of the small peasant farms into large collective farms, technically and scientifically equipped, and to the squeezing out of the capitalist elements from agriculture. . . .

6a What was Stalin's economic policy toward industry? [1]

Score

b What was Stalin's economic policy toward agriculture? [1]

Score

Document 7

The economic reforms urged by Gorbachev were called "market socialism." . . . He proposed that the central planning system be altered [changed] so that government ministries would no longer closely regulate economic enterprises, and so that regional managers would play a more important role. He also advised that . . . wages be reformed to reflect more realistically the demands of a market economy.

— "Perestroika" from *The Collapse of Communism in The Soviet Union*

7 Identify *one* economic change recommended by Mikhail Gorbachev. [1]

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 the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Throughout history, many nations have attempted to change their economic systems, with mixed results.

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

- Discuss a way in which *two* nations have attempted to bring about economic reform over time and describe the economic system that was in place before the change
- Evaluate the impact of the economic reform in *each* nation

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **four** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme