

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). This question is designed to test your ability to work with historical documents.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:

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

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:

- Describe examples of human rights abuses in the post–World War II era
- Discuss efforts that the world community has made to eliminate these human rights abuses

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

Universal Declaration of Human Rights

Article 1	— All human beings are born free and equal in dignity and rights.
Article 3	— Everyone has the right to life, liberty and security of person.
Article 4	— No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
Article 5	— No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
Article 9	— No one shall be subjected to arbitrary arrest, detention or exile.
Article 13	— 1. Everyone has the right to freedom of movement and residence within the borders of each State. 2. Everyone has the right to leave any country, including his own, and to return to his country.
Article 14	— Everyone has the right to seek and to enjoy in other countries asylum from persecution.
Article 15	— Everyone has the right to a nationality.
Article 18	— Everyone has the right to freedom of thought, conscience and religion.
Article 19	— Everyone has the right to freedom of opinion and expression.
Article 20	— Everyone has the right to freedom of peaceful assembly and association.
Article 21	— Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

1 State **two** human rights listed in this document. [2]

(1) _____

Score

(2) _____

Score

Document 2



“Let me see your pass.”

2 How did the pass system violate human rights? [1]

Score

Document 3

Ending Apartheid in South Africa	
1973:	United Nations General Assembly declares apartheid a crime against humanity.
1977:	United Nations Security Council embargoes arms exports to South Africa.
1983:	New Constitution gives limited political rights to coloured and Asian minorities.
1986:	United States imposes broad economic sanctions.
1990:	Mandela released from prison. Legal end of segregation in public places.
1991–93:	Dismantling apartheid and enfranchising black majority.
1994:	First all-race election.

3 Based on this document, identify **two** actions taken to end apartheid. [2]

(1) _____

Score

(2) _____

Score

Document 4

From the middle of 1975 to the end of 1978, between one million and three million Cambodians, out of a population of about seven million, died at the hands of Pol Pot's Khmer Rouge. Former government employees, army personnel, and "intellectuals" were executed in the hundreds of thousands. Others were killed by disease, exhaustion, and malnutrition during forced urban evacuations, migrations, and compulsory labor. Families were broken apart and communal living established; men and women were compelled to marry partners selected by the state. Education and religious practices were proscribed [forbidden].

—David Hawk, "The Killing of Cambodia," *The New Republic*, 1982

4 Identify **two** human rights violations carried out by the Khmer Rouge. [2]

(1) _____

_____ Score

(2) _____

_____ Score

Document 5

The June 4, 1989 massacre of students in Tiananmen Square shocked the world. In the following excerpt, an anonymous Chinese student explains how he felt about what happened:

“At 4 a.m. Sunday, lights on the square were suddenly [put out]. Through the loudspeakers, we again heard orders to ‘clear out.’ A voice in my head said over and over, ‘The moment has come.’ [Moments later,] machine guns erupted. . . . [They] were shooting right at the chests and heads of the students. . . . How many people died altogether? I don’t know. Am I pessimistic? No, I’m not at all pessimistic. Because I have seen the will of the people. I have seen the hope of China.”

Another anonymous student explained his feelings to the *San Francisco Examiner* as follows:

It would be a lie to say that we were not afraid, but we were mentally prepared and very determined. Some students could not believe that the army really would use deadly force. But most of all, we were motivated by a powerful sense of purpose. We believed that it would be worth sacrificing our lives for the sake of progress and democracy in China.

5a What action did the Chinese army take against the students? [1]

Score

b What reason did the Chinese students give for their demonstration? [1]

Score

Document 6



Source: Wasserman, *Boston Globe*, 1992

6a What human rights violation is the cartoonist describing? [1]

Score

b What is the cartoonist suggesting about Europe's reaction to this human rights violation? [1]

Score

Document 7

A genocide that killed at least 500,000 people was perpetrated [carried out] in the spring of 1994 in the small central African country of Rwanda. Thousands more were raped, tortured and beaten. The international community failed to stop the crimes. Rwanda was simply too far away and did not rate highly in the “national interest” calculation of any of the states capable of intervening. The UN Security Council failed to reinforce the small and lightly armed UN blue helmets already in Rwanda; they acted bravely but their restricted mandate meant they could do little to stop the killing.

Months after the genocide ended, the UN Security Council created an international criminal tribunal to prosecute those responsible. The UN, building on the recently established International Criminal Tribunal for the former Yugoslavia, decided that the genocide in Rwanda required a similar effort to insure prosecution for the most serious crimes, such as genocide and crimes against humanity. National prosecutions seemed impossible since the Rwandese justice system had been destroyed.

7 What was *one* action taken to address the human rights violations in Rwanda? [1]

Score

Statute of Amnesty International

Object and Mandate

1. The object of Amnesty International is to contribute to the observance throughout the world of human rights as set out in the Universal Declaration of Human Rights. . . .

Recognizing the obligation on each person to extend to others rights and freedoms equal to his or her own, Amnesty International adopts as its mandate:

- To promote awareness of . . . the Universal Declaration of Human Rights and other internationally recognized human rights instruments, . . . and the indivisibility and interdependence of all human rights and freedoms;
- To oppose grave violations of the rights of every person freely to hold and to express his or her convictions and to be free from discrimination and of the right of every person to physical and mental integrity. . . .

Methods/Actions

2. In order to achieve the . . . object and mandate, Amnesty International shall: . . .

- Promote as appears appropriate the adoption of constitutions, conventions, treaties and other measures which guarantee the rights contained in the provisions referred to in Article 1; . . .
- Publicize the cases of prisoners of conscience or persons who have otherwise been subjected to disabilities in violation of the . . . provisions;
- Investigate and publicize the disappearance of persons where there is reason to believe that they may be victims of violations of the rights set out in Article 1;
- Oppose the sending of persons from one country to another where they can reasonably be expected to become prisoners of conscience or to face torture or the death penalty;
- Send investigators, where appropriate, to investigate allegations that the rights of individuals under the . . . provisions have been violated or threatened.

8 Identify *two* actions taken by Amnesty International to protect human rights. [2]

(1) _____

_____ Score

(2) _____

_____ Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **five** documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Despite the horrors of the Holocaust, abuses of human rights have continued in the post–World War II era.

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

- Describe examples of human rights abuses in the post–World War II era
- Discuss efforts that the world community has made to eliminate these human rights abuses

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** 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