



“What do I do with this?”

Working with source based questions
for World History Exams

- All WH constructed response questions begin like this:

*Using the **source** and your **knowledge** of history, **explain** (or **assess**, or **justify**, or **analyze**, etc)...*

- Therefore there are three aspects to your response
 - The **source** (quote, cartoon, photograph, poster, slogan, etc.)
 - Your **knowledge of history** (a complete understanding of the people, places and circumstances surrounding the event)
 - An answer to the question (**thesis**)

- The best way to learn the history is to constantly read and review. No one can do this for you



- Assuming you know your history, the two main problems students have with CR questions are...

I know my *history* but I don't know what the source *means*!



I know what it *means* but I don't know how to *write* it!



Don't fret!

- Writing effective responses is as easy as 1-2-3:
 - 1. Interpret the question and draw from your own knowledge
 - 2. Analyze the source
 - 3. Write a concise response



1. Interpret the question and draw from your own knowledge

- Discover what the question is asking you by looking at the verb
 - Assess
 - Explain
 - Justify
 - Describe
- *Use your handout to ensure you know what these all mean

- Develop a **working thesis—your answer to the question in one or two sentences**
- Starting with a thesis will keep you from rambling in your response
- A quick glance at the source in combination with your own knowledge will give you a working thesis in under 2 minutes

2. Analyze the source

- Use the handouts to work through the sources below
- For each source be sure to **provide a clear understanding of its message in one sentence**

Example

- *Assess the issue of responsibility for the outbreak of World War I.*



What should I do next?

- What is depicted in the source?
- To what does this refer? (own knowledge)
- What is the significance of the source in relation to the question?
- What do I know about this question in general
- (own knowledge)

Example

- What is the message of this cartoon?
- Wave of German imperialism indicates Kaiser Wilhelm II actually intends to devour or take over the world



3. Write a concise response

- There are many ways to do this.
- If you already have a style that works for you—go for it!
- If you are having trouble, use the **handout** and follow this formula:

General opening statement



Thesis



Literal meaning of source



**Tie source into your own knowledge (evidence) to
prove your thesis**



Close by return (restate thesis)

The final step...

- Check your work:
 - Read all teacher comments
 - Read the exemplar and compare
 - Assess yourself by filling out the self-evaluation questions

- *Remember—Practice makes perfect so why not do it again?!

Marking Scale

5 point questions:

Use of Document: 2%

2%	Superior	2 references with little extension or 1 reference with considerable extension
1%	Limited	1 reference with little extension
0%		Inappropriate or no reference to the document

Use of Own Knowledge: 3%

3%	Superior	3 references with little extension or 2 with adequate extension or 1 reference with considerable extension
2%	Adequate	2 references with little extension or 1 with adequate extension
1%	Limited	1 reference with little extension
0%		Inappropriate or no reference to own knowledge

Source Analysis

- Using the source and your knowledge of history, explain the reasons for the expansion of imperial powers at the turn of the 20th century.



What should I do next?

- What is depicted in the source?
- To what does this refer? (own knowledge)
- What is the significance of the source in relation to the question?
- What do I know about this question in general
- (own knowledge)

- Take a moment to jot down what you know about reasons for imperial expansion and imperialism in general

Example

- Thesis:
- At the turn of the 20th century many European powers sought to expand their empires for “gold, glory and God.”



Use of Source

- The source depicts the role of nations to enlighten the uncivilized people in the colonies through the “Word of God” or the “Light of the World.”
- Symbols from the source that students might reference include:
 - i) The cross
 - ii) The images of “Christianity” and “Civilization” walking towards Africa
 - iii) The train (at the time the symbol of modern day civilization) in the background
 - iv) The city

Use of Knowledge

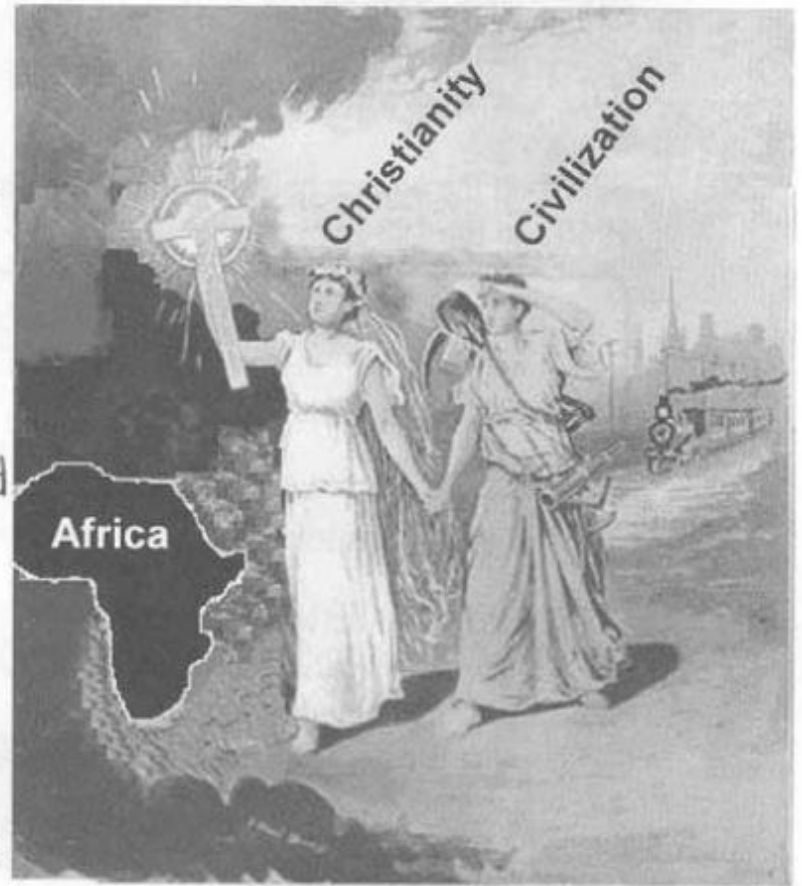
- Nationalism, or the feeling of superiority, as expressed by controlling colonies, was a driving force of the era. Trying to keep up with other nations and possessing colonies portrayed the image of a strong nation.
- Economic reasons included the quest for resources and markets for the benefit of imperial nations.
- Ideological/political reasons include racial motivations of the time. (ie. the ideas of “White Man’s Burden,” “Scramble for Africa” and “Manifest Destiny”)
- God, Glory and Gold

Exemplar

Excellent

5 / 5

At the turn of the 20th century, many European nations practiced the policy of imperialism. This policy was characterized by the acquisition of territory to benefit colonial power. Countries like Britain, France, Spain, Russia, Germany, and Italy all focused on increasing their territory by annexing weaker nations, with Britain capturing over 25% of the world's territories, inspiring the quote, "The sun never sets on the British empire." By the early 1900s,



Light Of the World

the colonies of the imperial powers could be found all over the world. When citing reasons for the expansion of imperial powers at the turn of the 20th century, historians put it simply by saying, "Gold, Glory, and God". During the 20th century, the imperial powers shaved great financial benefit through expansion. By gaining access

to the resources of their colonies, the economies of the imperial powers flourished through trade and the acquisition of unique materials. Also, the acquisition of land added to the prestige and pride of a nation. Through expansion, the imperial powers identified themselves as being some of the strongest nations on the globe. Finally, the imperial powers felt that it was their duty to spread Christianity, as depicted in the source above. In the source, Christianity is described as being the "Light of The World" and is seemingly necessary to civilize the nations in Africa. By forcing Christianity upon their colonies, the imperial powers felt that they were doing good by making these nations "normal".

Imperialism was practiced for much of the 20th century, with countries like South Africa only breaking free from colonial rule in 1991. The motives of the imperial powers, in terms of expansion, were based mostly on their own needs, and not on the needs of the nations that were colonized. With the disappearance of imperialism in recent years, nations are moving closer to global equality.

Source analysis



- *Using the cartoon and your own knowledge of history, explain how tensions in the Balkans led to the assassination of Archduke Ferdinand in 1914.*

Notes:

What should I do next?

- What is depicted in the source?
- To what does this refer? (own knowledge)
- What is the significance of the source in relation to the question?
- What do I know about this question in general
- (own knowledge)

Use of Document

- The boiling pot represents the power struggle that followed the collapse of Ottoman rule in the region.
- The boiling pot could also represent the nationalistic demands and desires of the people of the region.
- The men keeping the lid on the pot represent the five great powers of Europe and they all have interests in the region. They all feared nationalism in the region.
Any dispute between Austria and Russia in the Balkans could lead to a general European conflict due to the alliance system.

Use of Own Knowledge

- Erosion of Ottoman control of the region in the late 19th century.
- Political vacuum partially filled by two great competing powers in the region: Austria and Russia.
- Further complicated by cultural issues (i.e., religion, language and ethnicity) between people of the region (i.e., Serbs, Croats, Bulgarians, Bosnians, etc.).
- The competing interests of the Austria, Russia, and the nationalistic demands of the above-mentioned cultural groups, led to clashes for dominance in the region. Specifically between Austria, Serbia and their traditional protector, Russia.
- Serbia's desire to unite all Serbs, including those that had become part of Austria after the annexation of Bosnia-Herzegovina in 1908, led to the creation of militant nationalist groups such as the Black Hand.
- Bismarck's quote that "some damn foolish thing in the Balkans" would plunge Europe into a major war.
- The significance of Franz Ferdinand's visit to Sarajevo (Bosnia).
- Balkan League.

The area of Europe known as 'The Balkans' had long been under Turkish rule from the old Ottoman Empire. But their power was weak and ineffective; revolts were frequent due to the great ethnic, cultural and religious diversity of the region. The Serbs in particular had longed for a greater, independent Serbia, and with the decline of the Ottoman Empire, their goals seemed plausible. But in 1908, Austria-Hungary annexed the provinces of Bosnia and Herzegovina. This angered the Serbs because a majority of the population lived in those provinces, and, more than this, it cut Serbia off from the Adriatic Sea. The Russians, who supported Serbia, backed away not wanting to bring Germany into a conflict. But by 1914, a Balkan League had been formed which fought for a greater Serbia. Terrorist organizations such as the Black Hand also emerged. Russia, Germany, Austria-Hungary, all had great interest in the Balkans, and soon the region became a hot, cauldron, brewing with trouble. This conflicting of interests, ethnic diversity and general unrest earned The Balkans the title of "The Powder Keg" of Europe. It seemed that

at any second the situation could explode. And it did.
On June 28th, 1914, the heir to the Austrian throne visited
the Bosnian city of Sarajevo (sp?). He was killed by
by a member of the Black Hand (Princip). The
assassination of the Archduke marked the "boiling" over
of tensions in the Balkans. The killing had
serious repercussions: soon Europe and the entire
world would be at war. The Powder Keg had exploded.

Source Analysis

Using the source provided and your knowledge of history, explain the origins of the First World War.



What should I do next?

- What is depicted in the source?
- To what does this refer? (own knowledge)
- What is the significance of the source in relation to the question?
- What do I know about this question in general
- (own knowledge)

Use of Source

This source had several elements that students could use:

- The title is “Chain of Friendship”.
- Serbia is smaller, in the front, and trying to protect itself.
- The next three larger figures/countries are Austria-Hungary, Russia and Germany. They seem to be stepping in front of the other.
- France and Britain are in the background.
- They each claim “if you hit...”, the other will step in.

Points from the source that a student could reference include:

- System of alliances/chain of friendship was a key factor in outbreak of the First World War.
- Russia is threatening to protect Serbia from Austria-Hungary.
- Germany is telling Russia that if Russia strikes Austria-Hungary, Germany will do something in response.
- France and Britain are doing the same.

Use of Knowledge

- The origins of the First World War refer to nationalism, economic rivalry (imperialism), the arms race and military alliances.
- By 1907 Europe was split into two armed camps. This started under Bismarck of Germany, who had earlier feared the French desire for revenge after the loss of Alsace-Lorraine. He wanted to isolate France.
- The main alliances were Britain, France and Russia (the Triple Entente) and Germany, Austria-Hungary and Italy (the Triple Alliance).
- Alliance systems meant that a dispute between one member of each camp could easily involve the others, thus a war between two countries involves all six.
- Serbia provided the “spark”; Archduke Ferdinand’s assassination by Gavrilo Princip, a Bosnian Serb.

Several factors contributed to the outbreak of the First World War. Among these factors, alliances among European nations ^{was a definite cause as it} proved to cause great tension throughout Europe, which ultimately led to a conflict involving several nations and eventually escalated to a world war. Nationalism, imperialism, militarism and economic rivalry also contributed to the origin of the Great War. As depicted in the document, "The Chain of Friendship," the alliances created in Europe, to ensure a sense of security if conflict was started, ultimately led to a chain reaction, that caused a war in the Balkans to spread throughout the continent. In the far left of the cartoon, Serbia is represented through the man trying to defend himself from "Austria-Hungary." This represents the tensions in the Balkans, prominently between these feuding nations, which led to the Balkans becoming labelled as a "powder keg" ready to explode. However, with this threat of violence, each country turned to other European nations. Russia promised to protect Serbia from Austria-Hungary

as alluded to in the source, as they hoped to spread their "sphere of influence" throughout the prosperous and promising nations, while Germany aligned themselves with the opposing country Austria-Hungary. With the assassination of Archduke Franz Ferdinand of Austria, and a Serbian based organization, "The Black Hand", responsible, conflict was inevitable. Europe was further divided into two rival blocs, the Triple Entente (including Great Britain, France, and Russia) and the Triple Alliance, including (Germany, Italy and Austria-Hungary). Since both alliances contained countries involved in the outbreak of war (Russia declared war on Austria-Hungary, Germany consequently declared war on Russia), this caused a violent, large scale war involving all the powers in Europe, as shown through the source ("If you... I'll"). The system of alliances created in Europe was a main cause of the First World War.