This task is designed to test your ability to work with historical documents and is based on the accompanying documents (1–6). Some of the 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.

Directions: Read the documents in Part A and answer the questions after each document. Then, read the directions for Part B and write your essay.

Historical Context: The idea of revolution spread worldwide during the first global age.

Task: Using information from the documents and your knowledge of global history and geography, write an essay in which you discuss the political, economic, and social conditions that led to political revolutions in the first global age.

PART A: SHORT ANSWER

Document #1

"Simón Bolívar sent a joyous letter to a fellow general on January 8, 1822, displaying his belief in a unified America. He wrote, "America's greatest day has not yet dawned. We have indeed driven out our oppressor, smashed the tablets of their tyrannical laws, and established legitimate institutions; but we have yet to lay the foundation ... that will make of this part of the world a nation of republics." Bolívar was confident that this unified America would impress Europe: "Who shall oppose an America united in heart, subject to one law, and guided by the torch of liberty?"

—adapted from Selected Writings of Bolívar, compiled by Vicente Lecuna and edited by Harold A. Bierck, Jr. (1951)

* What is Bolívar's vision of the Americas?

Bolivar’s vision for the Americas were for them to be united. He believed that once united America would impress Europe because, “Who shall oppose an American united in heart, subject to one law, and guided by the torch of liberty.” Bolivar wanted a unified America that would be undefeatable by past and future oppressors.

Document #2
How was the relationship between population and land ownership one the causes of the French Revolution?

The third estate had the largest population and owned the largest percentage of land in France however they were the most oppressed estate. The first and second estate of France held all the power even though they totaled a mere 2% of the population. Tired of being denied civil liberties, the third estate rallied in their masses of extraordinary population and commenced the French Revolution.
• How do the cartoon and graphs above indicate why the First and Second Estate, despite their power, would fear the Third Estate?

The third estate had the masses and could easily access tons of weapons and that caused the first and second estate to be fearful of them. When they stormed the bastille, the third estate had put themselves in a position to wage war against the other two hence the security of the first and second estate was threatened.
According to this diagram, which revolutions were part of the chain reaction set off by Enlightenment ideas?

- The North American Colonies revolution in 1776, the French revolution of 1789, the Revolutions in Spain’s Latin American colonies, Haitian revolution from France, Brazil revolution from Portugal, and the European revolutions in 1830 and 1848.
"The pretended power of suspending [ending] of laws. ... by [the king’s] authority without consent of Parliament is illegal. ... It is the right of the subjects to petition the king. ... The levying of money for ... the use of the crown ... without grant of Parliament ... is illegal. The raising and keeping of a standing army within the kingdom in time of peace unless it be with the consent of Parliament is against the law. The speech and debates ... in Parliament ought not to be ... questioned in any court or place out of Parliament. ... Excessive bail ought not to be required, nor excessive fines imposed, nor cruel or unusual punishments inflicted."
—Bill of Rights, England (1689)

"Men are born free and remain equal in rights. ... Law is the expression of the general will. Every citizen has a right to participate personally or through his representative in its [the law’s] formation. ... All citizens, being equal in the eyes of the law ... no person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. No one shall be disquieted [attacked] on account of his opinions, including his religious views. ... Every citizen may speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law."
—Declaration of the Rights of Man and the Citizen, France (1789)

"Congress shall make no law respecting [having to do with] an establishment of religion, or prohibiting the free exercise thereof; or abridging [taking away] the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government. ...
... No soldier shall, in time of peace, be quartered in any house, without the consent of the owner. ...
... Nor shall [any person] be compelled ... to be a witness against himself ...
... the accused shall enjoy the right to a speedy and public trial, by an impartial jury ...; to be confronted with witnesses against him. ...
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."
—Bill of Rights, United States (1791)

• How do these three documents illustrate cultural diffusion?

The idea of rights that stemmed from the English Bill of Rights transcended and in similar form made their way into declarations of independence in both France and the United States of America. The idea of freedom and man which was previously unassociated except in the regard of religion diffused the previously cultural values of monarchy and aristocracy that had once existed in France and America.
"The reason men enter into society is to protect their property. And the reason they choose a government is to make laws to guard that property. ... Certainly society does not want to give the government the power to destroy the very property which it was chosen to protect. Therefore, whenever government tries to take away and destroy the property of the people, or reduce the people to slavery, it puts itself in a state of war with the people. The people are freed from any further obedience to that government … and have the right to establish a new government."
—John Locke, Two Treatises on Civil Government (1690)

"We hold these truths to be self evident, that all men are created equal, that they are endowed by their creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government."
—Thomas Jefferson, Declaration of Independence (1776)

- What ideas did Thomas Jefferson copy from John Locke?

  Thomas Jefferson copied the ideas of secured rights from John Locke. Life, liberty and property were blatantly copied from John Locke. The idea that government takes freedom away is also mentioned in both documents. One can assume that Thomas Jefferson’s Declaration of Independence is just a paraphrased version of John Locke’s Two Treatises on Civil Government. It was a case of one Englishman perpetuating the ideas of another.
The political and social and economic conditions that led to the political revolutions in the first global age were perpetual in motion. It was a chain reaction, one domino fell and three more followed right after it. The revolutions were courtesy of the Enlightenment era, when the idea of humanism shook the foundations of the world, specifically the grounds of Europe. Voltaire, Rousseau, Locke and many others theorized on the right and ability of man. The Scientific, Agricultural and Industrial revolutions aided the spurring of these political revolutions. One can assume that the revolution in England, the establishment of a constitutional monarchy was the driving force for revolutions in the North American Colonies and even the French Revolution. The idea that man had potential and the development of new technologies are responsible for the global age. Interconnectedness had reached a new level, the world was communicating on its own terms.