Rights on paper and in practice

Revolution and citizenship | historical teaching simulation

Name _____ Date _____

A constructed scenario set during the age of Atlantic revolutions. Document A, a reform petition, says public authority should protect equal civil rights. Document B, an eligibility notice, restricts voting to adult property owners. These invented documents illustrate a historical tension and are not quotations from actual people.

1. Explain a tension between the two documents.

2. Identify historical context relevant to the demand in A.

3. Identify one question an historian should ask before generalizing from the pair.

Use evidence and show the relationships in your reasoning. Additional paper is permitted.

Mechanization and the household

Industrialization | constructed household accounts

Name _____ Date _____

A fictional industrial town records the following household conditions before and after a mill opens. The two observations do not isolate a cause.

Measure	Before	After
Weekly cash income	6	10
Household farm hours	40	24
Paid mill workers	0	2

1. Describe one change using the data.

2. Explain a possible connection to industrialization.

3. State a limit on a causal claim and identify useful corroboration.

Use evidence and show the relationships in your reasoning. Additional paper is permitted.

The railway and the concession

Imperialism and perspective | constructed source pair

Name _____ Date _____

Classroom simulation of a colonial transport project. A company prospectus promises rapid shipment from an inland mine to a port. A local council petition describes loss of farmland along the route. No author or date is attributed to these invented documents.

1. Compare the priorities represented by the sources.

2. Explain how the transport route could serve an imperial economic relationship.

3. Evaluate the petition's usefulness for studying local effects, with a specific limitation.

Use evidence and show the relationships in your reasoning. Additional paper is permitted.

Peace after war

War and international institutions | constructed policy debate

Name _____ Date _____

Two invented postwar policy summaries are provided. A calls for an international body to mediate disputes before armed conflict. B says states must retain independent authority over military decisions. Both refer to the human and economic cost of a recent major war.

1. Explain a relationship between the war context and A's proposal.

2. Compare the policy priorities.

3. Use one verified example from the course to explain a challenge facing international cooperation.

Use evidence and show the relationships in your reasoning. Additional paper is permitted.

Winning independence, choosing priorities

Decolonization | constructed national planning debate

Name _____ Date _____

A fictional newly independent country considers two plans. Plan A expands export crops to earn foreign currency. Plan B shifts land toward food crops to reduce dependence on imported food. Both require scarce irrigation funds.

1. Explain the policy tension.

2. Contextualize one continuing economic challenge after independence.

3. Identify evidence needed to judge either plan's likely outcome.

Use evidence and show the relationships in your reasoning. Additional paper is permitted.

An issue across two settings

Human rights and enduring issues | constructed evidence set

Name _____ Date _____

Setting A, an invented early industrial city: workers petition for safe equipment after repeated injuries. Setting B, an invented contemporary export zone: workers seek enforcement of safety rules despite an existing law. These scenarios are teaching models. They supply evidence about the scenarios rather than proof of actual historical events.

1. Develop an enduring-issue claim supported by both settings.

2. Explain continuity and one difference.

3. Name the verified historical evidence needed to develop this into a Regents-style essay.

Use evidence and show the relationships in your reasoning. Additional paper is permitted.