

Exercise walk-through

9.5

Calls for Reform and Responses After 1900

AP World History: Modern

Read a rights claim as a source

Universal Declaration of Human Rights, 1948, Article 26

“Everyone has the right to education.”

- 1 **Language.** “Everyone” presents education as a universal right.
- 2 **Historical use.** This can challenge exclusion based on social categories.
- 3 **Source limit.** A declared right does not show that every person had a school place or equal outcomes.

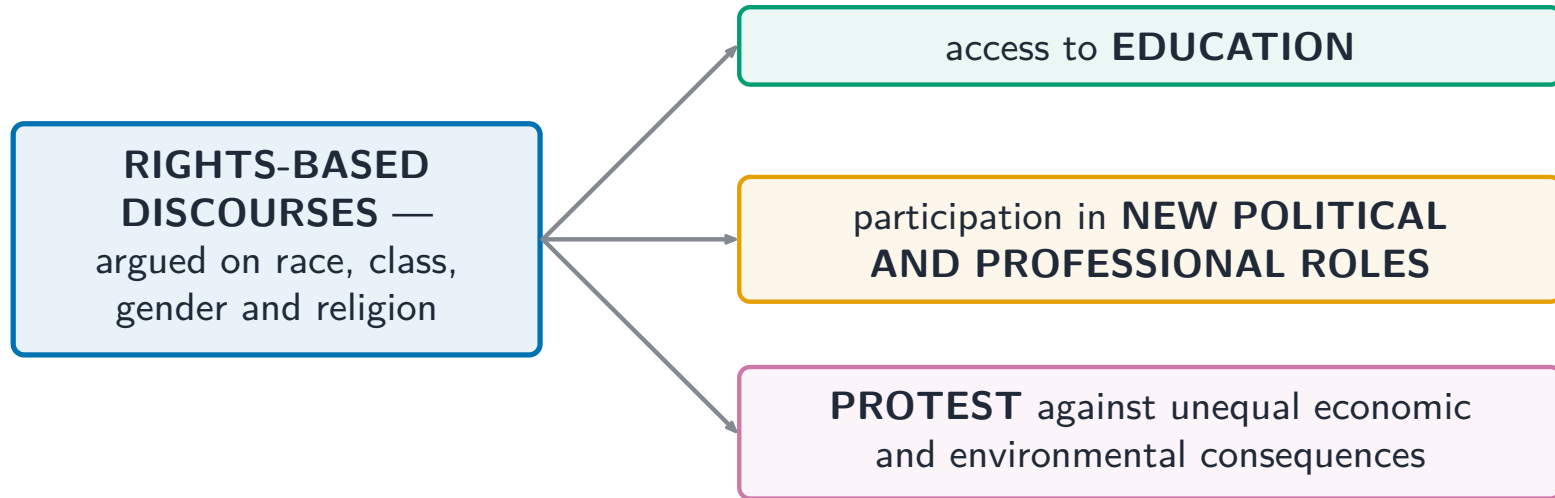
Source: **United Nations** , UDHR Article 26.

Your turn: principle and implementation

Source judgement

What does Article 26 establish about rights language? What additional evidence would be needed to establish expanded **access to education** ?

Connect reform demands to evidence



A rights claim, a reform demand and its implementation are separate kinds of evidence.

Check: investigate access and barriers

- 1 **What the source supports.** Education is presented as a universal entitlement.
- 2 **What to investigate.** School access, participation and barriers affecting different groups in a specified place and period.
- 3 **Examples to select carefully.** Global feminism and the end of apartheid relate to inclusion; the Green Belt Movement and fair-trade organisations address other connected concerns.

Match a named example to the particular claim, rather than treating all reforms as identical.

Exercises 2.1·2.2

2.1 State what rights-based discourses challenged.

[2]

2.2 State the CED's claim about access and participation.

[2]

Exercises 2.1·2.2

2.1 State what rights-based discourses challenged.

[2]

2.1

- old assumptions about race, class, gender and religion

2.2 State the CED's claim about access and participation.

[2]

2.2

- access to education and participation in new political and professional roles became more inclusive in terms of race, class, gender and religion

Exercise 2.3 (a)

2.3 The CED qualifies its claim.

(a) State the qualifier and its force.

[2]

Exercise 2.3 (a)

2.3 The CED qualifies its claim.

(a) State the qualifier and its force.

[2]

(a)

- “in much of the world”, which stops short of claiming universality

Exercise 2.3 (b)

2.3 The CED qualifies its claim.

(b) State what movements objected to.

[1]

Exercise 2.3 (b)

2.3 The CED qualifies its claim.

(b) State what movements objected to.

[1]

(b)

- the inequality of the environmental and economic consequences of global integration

Exercises 3.1-3.2

3.1 “In much of the world” indicates the change was

[1]

☐

A universal

B widespread but not universal

C rare

D imaginary

3.2 Movements protested the inequality of the consequences of

[1]

☐

A global integration

B decolonisation

C vaccination

D urbanisation only

Exercises 3.1-3.2

3.1 “In much of the world” indicates the change was

[1]

☐

A universal

B widespread but not universal

C rare

D imaginary

3.1 B

- widespread, with a limit

3.2 Movements protested the inequality of the consequences of

[1]

☐

A global integration

B decolonisation

C vaccination

D urbanisation only

3.2 A

- global integration

Exercise 3.3 (a)

3.3 A movement objects to how the gains of globalisation are distributed rather than to globalisation itself.

(a) State the distinction.

[1]

Exercise 3.3 (a)

3.3 A movement objects to how the gains of globalisation are distributed rather than to globalisation itself.

(a) State the distinction.

[1]

(a)

- the objection is to distribution, not to integration

Exercise 3.3 (b)

3.3 A movement objects to how the gains of globalisation are distributed rather than to globalisation itself.

(b) Explain why it matters for describing the movement.

[2]

Exercise 3.3 (b)

3.3 A movement objects to how the gains of globalisation are distributed rather than to globalisation itself.

(b) Explain why it matters for describing the movement. [2]

(b)

- describing it as opposition to globalisation misstates its demand, which is a different distribution rather than an end to the process