**Princely States - Practice DBQ**

**Contextualization Sample A:**

Although by 1750, much of the Indian subcontinent still technically remained part of the domain of the Mughal emperors, in reality, actual political power had passed from the Mughals to local rulers and states, some of which became quite powerful. India provided natural resources such as cotton, indigo, tea, opium and jute to Britain. The British East India Company controlled trade of these goods and became profitable and wealthy in return.

**Contextualization Sample B:**

The period 1750 to 1900 was one in which Europe, and especially Great Britain, experienced rapid economic and social changes, which led to industrialization and the emergence of new social classes. Britain imperialized India to gain natural resources, wealth, and power.

Which Contextualization paragraph earns the point? Why?

I believe Sample A would earn the point because it provided the historical context with details. It describes the time period and the historical context, and then it explained how the context influenced a historical development. Furthermore, there was a lot of context to explain the historical significance.

**Thesis Sample A:**

During the years 1750 to 1900, some Indian rulers were able to hold off the advance of British imperialism for periods of time through direct or indirect resistance.

**Thesis Sample B:**

As Britain moved to colonize most of India in the first decades of the time period 1750-1900, it destroyed all traces of political power and independence of Indian princes.

**Thesis Sample C:**

Indian rulers were able to use the rivalry between the British and other imperializing nations as well as the wealth and power of their states to make their own decisions and even to rebel against the British Empire in India in the period from 1750 to 1900.

Which thesis statement earns the point? Why?

Sample C would get the point because it reaches the required criteria. I also believe Sample A would get the point as well, as it still matches the criteria. But I do not believe Sample B would get the point.

**Sample Body Paragraph: (Scoring notes are highlighted)**

With varying degrees of success, rulers of Indian states showed their power by rebelling against the British. Document 1 shows how rulers of Indian states demonstrated power through rebellion. The painting in the palace of the rulers of Mysore shows a key Mysorean victory over the troops of the British East India Company. The battle scene shows India troops vanquishing British soldiers (summary document evidence). The painting shows a conflict in which the Indian state’s troops and forces of the British East India Company are evenly matched, as evidenced by the depiction of the use of cannon by Mysorean troops (situation). Its location on the walls of the palace of the rulers of Mysore indicates that the image was intended to glorify Mysorean bravery and military might in the eyes of visitors to the palace (purpose/audience). Although the British East India Company began as a chartered trading company, by the mid-1750s it had evolved into something very much like a state, as it recruited its own armies, made its own treaties, and collected its own taxes in various parts of India (outside evidence not in the documents relevant to an argument about the prompt). The painting shows that some Indian states were successful in rebelling against the imperializing efforts of the British, at least for a short while. It shows the British East India Company could be overcome by an Indian army in battle, thus strengthening the power of Indian princely states and demonstrating their ability to directly challenge the British. (supports an argument by connecting the contents of the document to an argument about the extent to which rules of Indian states exercised political power independently from the British). Document 4 also shows how rulers of Indian states demonstrated power through rebellion. Queen Laxmi Bai of the north Indian state of Jhansi calls upon Indians of all faiths to join the ongoing Sepoy Rebellion against the British. She states that the British have sought to convert Indians to Christianity, deposed and disrupted native Indian dynasties, and forced their Indian troops to use rifle cartridges greased with fat from animals. (summary document evidence) This violated the cultural practices of Hindus and Muslim who in accordance with their faith do not consume beef or hogs. The author’s purpose is to rally her subjects behind the call to join the revolt against the British, she lists a long list of injustices that the British have committed against Indian religious practices (purpose). The proclamation is addressed to the entire population of Jhansi but also to an all-Indian audience, therefore the author uses language designed to unite both Hindus and Muslims in the common cause of fighting the British (audience). In document 4, Laxmi Bai shows how Indian rulers could appeal to the religious feelings of their subjects – an indeed of all Indians – to call for resistance against the expansion of British rule in India. **This shows that** in some situations, Indian rulers could adopt policies that were completely independent, whether these policies were successful or not.(supports an argument by connecting the contents of the document to an argument about the extent to which rules of Indian states exercised political power independently from the British). The Sepoy Rebellion was not successful because it resulted in the British government taking direct control over India, marking the end of indirect East India Company rule. This led to greater loss of power for Indian princely states.

Directions: Continue the essay by writing Body Paragraph 2 and a Conclusion.

Reread your thesis statement. Then select **two additional documents** you can use to prove your thesis. Include the following…

* Summary of document evidence – (for each document) No quotes! Do not copy the doc!
* Document evidence to support your argument – (for each document) Explain!
* Outside evidence beyond the document – Use at least ONE additional piece of specific historical evidence relevant to an argument about the prompt (one per essay)
* Sourcing – (HIPP) Explain how or why a document’s point of view, purpose, historical situation and/or audience is relevant to an argument for THREE documents (since body paragraph one already sources two documents, in body paragraph two you just need source one more)

The rulers of India were able to use their wealth and power to formulate their own decisions and rebel against the British Empire in India. In document two, it describes the letter that Tipu Sultan wrote to the Mughal emperor Shah Alam II. The ruler of Mysore, Tipu Sultan is showing his gratitude to Shah Alam II for sending gifts and letters. Both rulers despise the British and would like to team up against them. In addition, the East India Company would recognize the independence of Mysore. The Mughal emperor is trying to appease the Mysorean ruler through gifts and wealth, and the purpose of this is to get Tipu Sultan to side with India. India is trying to be on Mysore’s good side, so they can become more powerful together and rebel against the British. Thus, India is using power and wealth of their own states to make their own decisions and rebel against the British Empire. Then, document five is a letter from the ruler of northern Indian states Jammu and Kashmir to the ruler of Afghanistan. It shows how the Indian rulers would use their hatred for the British to try to convince Afghanistan to become allies and rebel against the English. The purpose of this letter is to prove Afghanistan how bad the British are, as the letter is stating all of the British flaws in governing and lack of freedom. India would like to become allies with Afghanistan to expand their power and have a stronger military force to rebel against the British if a war was required. In the document, Ranbir Singh speaks about how India has no freedom under the rule of Britain, and how if Russia ruled over them, then there would be strict rules, but at least they will have some freedom.

The Indian rulers during the period 1750-1900 would use their rivalry between the British and other colonialist nations along with the power and wealth of the states of India to express their own opinions and form their own thoughts. Then eventually rebel against the British Empire in India.