

Review short answer

Name _____

Directions:

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

1. “Buddhism, introduced in Japan as part of Chinese culture, was actively supported by the rulers. This political support furthered the mixing of religious beliefs in Japan, since the emperors were also the highest functionaries in the national religion, Shinto.* Soon it became common to read the Buddhist *sutras* before shrines of the Shinto *kami* spirits.

It became a common practice to count the *kami* among those beings who—like humans—could find salvation through Buddhist prayer and ritual. The next stage was to give the title of *bodhisattva* to these Shinto *kami*, who were thought to have arrived at an enlightened state through the practice of Buddhism.”

*The traditional religion of Japan, combining elements of animism and ancestor worship

Hartmut Rotermund, European historian of Japan, article in an encyclopedia of world religions and mythologies, 1991

- a. Explain how the interactions described in the article illustrate the process of religious syncretism.
- b. Explain ONE similar example of religious syncretism in a region other than Japan.
- c. Explain ONE global process after 1980 that contributed to historians’ increased interest in studying the type of cross-cultural interactions described in the passage.



Please respond on separate paper, following directions from your teacher.

2.

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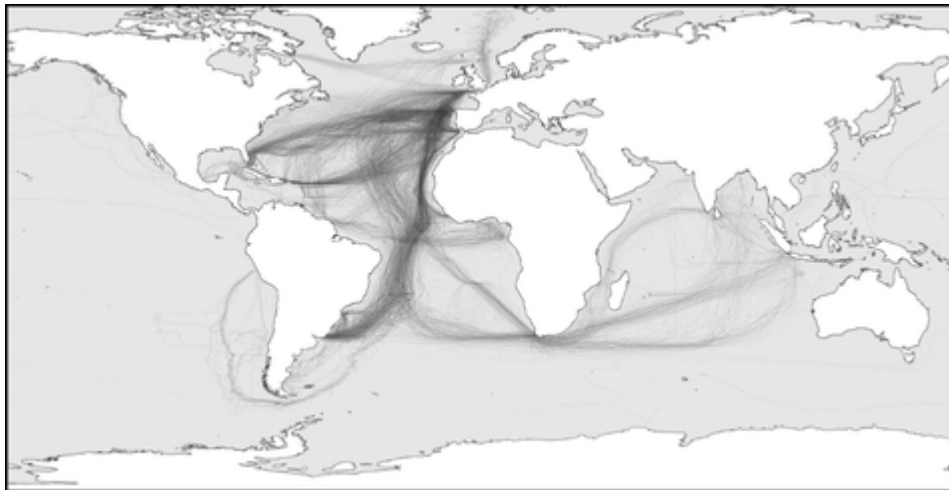
- a. Identify ONE technological transfer between world regions that affected state power in the period 1450 to 1750.
- b. Explain ONE similarity in the way that technology affected state power in Asia and in the way that technology affected state power in Europe in the period 1450 to 1750.
- c. Explain ONE difference in the way that technology affected state power in Asia and in the way that technology affected state power in Europe in the period 1450 to 1750.



Please respond on separate paper, following directions from your teacher.

3. Map 1: BRITISH, SPANISH, AND DUTCH TRADE ROUTES AS SHOWN BY SHIP LOGS, 1750 to 1800.

Heavier shading indicates more frequently used routes.

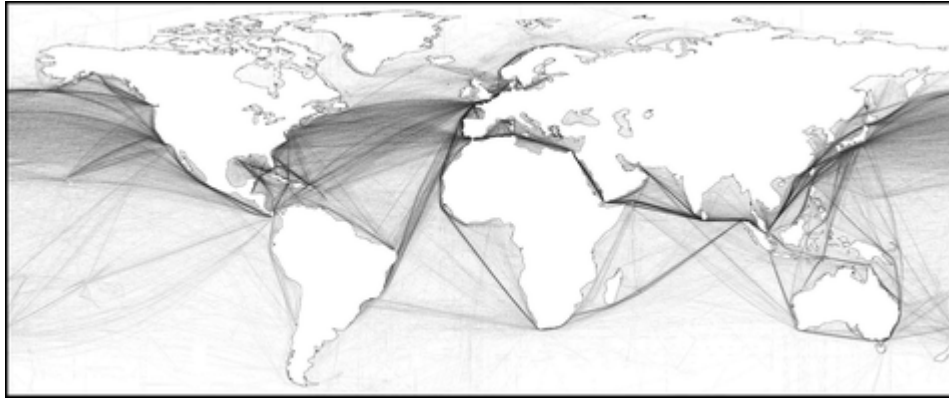


James Cheshire 2012. Data provided by CLIWOC

Map 2: COMMERCIAL SHIPPING LANES, 2010. Heavier shading indicates more frequently used routes.



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Source: <http://www.nceas.ucsb.edu/globalmarine/impacts>

- a. Explain ONE significant reason for changes in the patterns of global economic interactions from circa 1750 to circa 2000, as illustrated by the two maps.
- b. Explain ONE significant reason for continuities in the patterns of global economic interactions from circa 1750 to circa 2000, as illustrated by the two maps.
- c. Explain ONE limitation of using the maps to measure global interactions from circa 1750 to circa 2000.



Please respond on separate paper, following directions from your teacher.

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4. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“In pursuance of the orders of God, I received orders from Shah Rukh* to depart for India. His majesty provided me with provisions and post horses and I began my journey from southern Khurasan, arriving at the port of Bandar Abbas in southern Iran before departing by ship to the port city of Hormuz.



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Hormuz is a port situated in the middle of the Persian Gulf and does not have an equal on the surface of the globe. Merchants from Egypt, Syria, Anatolia, Iraq, Iran, Central Asia, China, India, and Southeast Asia bring rare and precious articles by sea. Bargains are made either by money or by exchange. Persons of all religions are found in this city, and no injustice is permitted toward any person whatsoever. I stayed here for two months until the favorable time came for departing by sea.

We then sailed from Hormuz to Calicut along the southwestern coast of India. Like Hormuz, Calicut brings together merchants from every city and from every country, and precious articles are brought there from maritime countries, especially from East Africa. From time to time, ships arrive there from Mecca and other parts of Arabia. The town is inhabited mostly by Hindus, but it contains a considerable number of Muslims who are permanent residents and have built two mosques in which they meet every Friday to pray.”

*a Muslim ruler who governed parts of Iran and Central Asia from 1405–1447

Abd-al-Razzak Samarqandi, Muslim ambassador, historical chronicle written circa 1442

- a) Identify the main argument made in the passage about Indian Ocean ports.
- b) Identify ONE factor that facilitated the regional trade in Calicut, as illustrated in the passage.
- c) Describe ONE similarity between the commercial interactions in the regions mentioned in the passage and commercial interactions along the overland Silk Roads in the period circa 1200–1450.



Please respond on separate paper, following directions from your teacher.

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5. Use the passage below to answer all parts of the question that follows.

“Inner [and Central] Asia have long been seen as a zone of contact and transmission, a lengthy conveyor belt on which commercial and cultural wares traveled between the major civilizations of Eurasia. The nomads had an essential but largely unacknowledged role in this cultural traffic. While nomadic empires had as their primary objective the control and exploitation of sedentary subjects, their secondary effect was the creation of numerous opportunities for cross-cultural contact, comparison, and exchange.



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Indeed, although nomads are normally included in the analysis of the political context of trans-Eurasian exchange, they are typically left out of the cultural equation. Here the great sedentary civilizations are placed at center stage, particularly when scientific and cultural transfers are under consideration. But, as we have seen, pastoral nomads were the chief initiators, promoters, and agents of this exchange between East and West [in the thirteenth and fourteenth centuries].”

Thomas Allsen, historian, *Culture and Conquest*, 2001

Reprinted with the permission of Cambridge University Press.

- a) Identify ONE specific historical example of a cultural exchange between nomads and non-nomads that occurred in the period before 1450.
- b) For the period 1450–1750 C.E., identify ONE development that changed the role that Central Asian nomads played in cross-regional exchanges as described in the passage.
- c) Explain ONE cross-cultural exchange that would challenge the assertion in the last sentence of the passage concerning the nomads’ role in cross-regional exchanges before 1450.



Please respond on separate paper, following directions from your teacher.

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6. Analyze continuities and changes in cultural beliefs and practices in ONE of the following regions from 1450 to the present.

- Sub-Saharan Africa
- Latin America/Caribbean



Please respond on separate paper, following directions from your teacher.

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7. Analyze continuities and changes in labor systems between 1450 and 1900 in ONE of the following regions.



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Latin America and the Caribbean

Oceania

Sub-Saharan Africa



Please respond on separate paper, following directions from your teacher.

8. Analyze continuities and changes in the beliefs and practices of ONE of the religions listed below from its beginnings to 1450.

Buddhism

Christianity

Islam



Please respond on separate paper, following directions from your teacher.

9. Analyze similarities and differences between the diffusion of Buddhism from its origins to 1450 and the diffusion of Christianity from its origins to 1450. Be sure to discuss how each religion gained followers as it diffused.



Please respond on separate paper, following directions from your teacher.

10. Analyze similarities and differences in the effects of imperialism in TWO of the following regions during the period 1750 to 1900.

Africa

East Asia

The Middle East



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Please respond on separate paper, following directions from your teacher.

11. Answer all parts of the question that follows.

- a. identify ONE way in which Enlightenment ideas changed political thought in Europe in the period after 1750.
- b. Explain ONE way in which Enlightenment ideas represent a continuity with previous patterns of social thought in global history.
- c. Explain ONE way in which Enlightenment ideas influenced political ideologies in Latin America, Asia, or Africa in the period circa 1800–2000.



Please respond on separate paper, following directions from your teacher.

12. Answer all parts of the question that follows.

- a. Identify ONE way in which the spread of Buddhism in the period before 1450 C.E. illustrates a continuity in patterns of cultural diffusion.
- b. Explain ONE way in which the spread of Buddhism changed other Asian religious traditions in the period before 1450 C.E.
- c. Explain ONE way in which Buddhism changed as it spread across Asia.



Please respond on separate paper, following directions from your teacher.



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13. Answer all parts of the question that follows.

- a. Explain ONE way in which philosophies or ideologies continued to support European imperialism in the nineteenth century.
- b. Explain ONE way in which philosophies or ideologies challenged the established political order in nineteenth-century Europe.
- c. Explain ONE way in which philosophies or ideologies challenged established political order in nineteenth-century South or East Asia.



Please respond on separate paper, following directions from your teacher.

14. Answer all parts of the question that follows.

- a. Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered an economic turning point in global history.
- b. Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a political turning point in global history.
- c. Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a social turning point in global history.



Please respond on separate paper, following directions from your teacher.

15. Choose TWO of the areas listed below and analyze how each area's relationship to global trade patterns changed from 1750 to the present. Be sure to describe each area's involvement in global patterns around 1750 as your starting point.



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*Latina America**Sub-Saharan Africa**East Asia**The Middle East**Eastern Europe**North America**South and Southeast Asia*

Please respond on separate paper, following directions from your teacher.

16. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Answer all parts of the question that follows.

- a) Identify ONE way in which class divisions affected the development of industrialized states in the period 1750–1900.
- b) Identify ONE way in which class divisions affected the development of nonindustrialized states in the period 1750–1900.
- c) Explain ONE similarity in the way that both industrialized and nonindustrialized states sought to reduce tensions caused by class divisions in the period 1750–1900.



Please respond on separate paper, following directions from your teacher.

17. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.



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In the period 1500–1750, Europeans established colonial empires that transformed the global economy and the economy of the Americas.

Develop an argument that evaluates the extent to which colonial economies in the Americas in this period relied on the introduction of new systems of labor.



Please respond on separate paper, following directions from your teacher.

18. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.

In the period from 1450 to 1750, the development and interactions of belief systems often had political, social, and cultural implications.

Develop an argument that evaluates the extent to which belief systems affected at least two land-based states in Asia or Europe differently in this period.



Please respond on separate paper, following directions from your teacher.

19. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Provide at least two specific examples of evidence relevant to the topic of the prompt.



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In the period from circa 1200 to circa 1450, governments responded to a variety of internal and external factors in order to develop administrative institutions and centralize power.

Develop an argument that evaluates the extent to which levels of centralization in China and in European states differed in this period.



Please respond on separate paper, following directions from your teacher.

20. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“It does not seem to me that the Jewish people can be the cause of this general epidemic throughout the whole world, as many suggest. My reasoning is as follows.

First, it is well-known that in most places where the Jewish people dwelled, they died in droves from the exact same disease as the Christians. If they really caused the epidemic, they would not have killed themselves and others of their faith.

Second, many people say that the Jews poisoned the wells, causing the disease. This also seems doubtful, because after the wells full of polluted water had been purified, the people still died in great numbers. Further, in cities that use water only from great rivers like the Danube, the inhabitants have also died in large numbers.

Moreover, even after all the Jews in many places had been killed and were completely driven out for nearly two years prior, the disease now strikes these same places just as powerfully as before.”

Conrad of Megenberg, German philosopher and theologian educated at the University of Paris, Concerning the Mortality in Germany, book written in Latin, 1350

- Describe the historical situation in which Conrad of Megenberg wrote his book.
- Describe ONE argument that Conrad of Megenberg makes regarding the Jewish people and



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the spread of disease.

c) Describe ONE way in which the disease referred to in the passage influenced the development of urban areas in the period 1350–1450.



Please respond on separate paper, following directions from your teacher.

Use the passage below to answer all parts of the question that follows.

“Throughout its history, Central Asia has often provided the ancient civilized empires on its borders with new Emperors, Sultans, or Sons of Heaven. The periodic invasions of Central Asian nomads onto neighboring agricultural states became one of the geographic laws of history. But there was another, opposing law of history, by which the ancient civilized lands of Eastern, Southern, and Western Asia slowly absorbed their nomadic Central Asian invaders. Despite being conquered, these civilizations—China and Persia in particular—would eventually always vanquish their conquerors, intoxicating them with the pleasures of settled life, lulling them to sleep, and assimilating them culturally”

René Grousset, French historian of Central Asia, *The Empire of the Steppes: A History of Central Asia*,
1939

- 21.
- Describe ONE instance of Central Asian nomads providing empires with “new Emperors, Sultans, or Sons of Heaven” during the period circa 600 b.c.e. to 1450 c.e.
 - Explain ONE way in which, as Grousset asserts in the passage, the interactions between Central Asian nomads and established Asian civilizations resulted in the “conquered . . . vanquish[ing] their conquerors.”
 - Identify ONE example of cross-cultural interaction during the period circa 600 b.c.e. to 1450 c.e. (other than the Central Asian interactions mentioned in the passage) that had cultural effects similar to those described by Grousset.



Please respond on separate paper, following directions from your teacher.



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Use the following image to answer all parts of the question that follows.

MARIA, COUNTESS OF BÉARN,* ACCOMPANIED BY SEVEN OF HER MALE COURTIERS, SWEARS HOMAGE TO HER OVERLORD, KING ALFONSO II OF ARAGON, ILLUSTRATION IN A MANUSCRIPT PRODUCED FOR THE ROYAL COURT OF ARAGON CIRCA 1175 c.e.



—Archivo de la Corona de Aragon, Barcelona, Spain Mithra-Index/Bridgeman Images

*The lordship of Béarn was located in present-day southwestern France.

- 22.
- Describe ONE long-term continuity in gender relations reflected in the image.
 - Explain ONE way in which the image illustrates a change in the roles of some women in medieval Europe compared with earlier periods.



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- c. Explain ONE way in which the intended audience of the document may have influenced the portrayal of the scene in the image.



Please respond on separate paper, following directions from your teacher.

Use the image below to answer all parts of the question.

ILLUSTRATION IN A MANUSCRIPT WRITTEN TO CELEBRATE THE ACHIEVEMENTS OF THE OTTOMAN SULTAN SULEIMAN THE MAGNIFICENT, CIRCA 1560



The image shows Ottoman officials enlisting boys from the empire's Christian subjects in the Balkans to train them for service in the Ottoman army and bureaucracy.



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- 23.
- Describe ONE way in which practices such as the one depicted in the image facilitated the growth of the Ottoman Empire.
 - For the period circa 600–1750 C.E., explain how ONE state (other than the Ottoman Empire) used the contributions of different religious and ethnic groups in ways similar to that shown in the image.
 - For the period circa 600–1750 C.E., explain how ONE state (other than the Ottoman Empire) used policies to exclude certain religious or ethnic groups from participating in political or military affairs.



Please respond on separate paper, following directions from your teacher.

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24. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

In the period circa 1200–1450, societies in South and Southeast Asia were shaped by various religious traditions such as Hinduism, Buddhism, and Islam.

Develop an argument that evaluates the extent to which societies in South or Southeast Asia experienced cultural change during this period.



Please respond on separate paper, following directions from your teacher.



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25. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“Africa shall be redeemed. Her children shall perform this mighty work. Her swamps shall be drained; her deserts shall be watered by canals; her forests shall be reduced to firewood. Her children shall do all this.

In this amiable task, they may possibly suffer and even perish. We must learn to look on this result with composure. It illustrates the beneficent law of Nature that the weak must be devoured by the strong.

But a grateful posterity will cherish their memories. When the future British residents of Timbuktu have their tea gardens in the oases of the Sahara; when hotels and tour guides are established at the sources of the Nile; when it becomes fashionable to go yachting on the lakes of the Great African Plateau; when European noblemen build their country houses in Central Africa, complete with elephant parks and hippopotamus ponds, then young English ladies sitting in their hammocks under palm trees will read with tears in their eyes *The Last of the Africans*,* and the Niger will become as romantic a river as any in Europe.”

*an allusion to the 1826 novel *The Last of the Mohicans* by United States writer James Fenimore Cooper

Winwood Reade, British explorer, *Savage Africa*, book published in 1864

- Explain ONE ideology that the author uses to justify imperialism in the passage.
- Explain ONE way in which the historical situation of the late nineteenth century might have affected the vision of Africa’s future outlined by the author in the third paragraph.
- Explain ONE way in which Europeans in the late nineteenth century attempted to transform the point of view expressed in the passage from being a vision for the future of Africa to being a historical reality.



Please respond on separate paper, following directions from your teacher.



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26. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“The seventeenth century saw the heyday of the [European] East India Companies. They became an inevitable part of the politics and economy of South India, finding their way into the society and even the vocabulary of the local people. The ‘kumbini’,* as the local populace called it, was not to be ignored. As with the rest [of the population], the spinners and weavers, the washers, the dyers and the once powerful textile-merchant guilds had their links with the company [warehouses]. Of course there were also those merchants and weavers who operated independently of the company, but their proportion was small.

With the establishment of the rival European companies in the seventeenth century, the lives of the weavers [of South India] no longer revolved around the temple but around the European [warehouses] and the towns [on the outskirts of European trading posts]. The weavers gradually began losing their bargaining power and independence. . . . Their creativity also suffered since they were compelled to copy mechanically the [designs] provided to them [by the companies’ officials]. Economically they were much worse off.”

*a Tamil pronunciation of the word “company”

Vijaya Ramaswamy, Indian historian, book published in 1985

- a) Identify ONE claim made in the passage.
- b) Describe ONE reason why European trading companies “became an inevitable part of the politics and economy of South India” and other regions of Asia in the period 1450–1750.
- c) Explain ONE piece of evidence from the period 1450–1750 that would complicate the portrayal of the economic relationship between Asian and European producers and merchants provided in the second paragraph.



Please respond on separate paper, following directions from your teacher.



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27. Directions: You are to answer the following question.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

Analyze similarities and differences in the causes of TWO of the following revolutions.

American Revolution (1775–1781)

French Revolution (1789–1799)

Haitian Revolution (1791–1803)



Please respond on separate paper, following directions from your teacher.

28. Directions: You are to answer the following question.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Uses world historical context to show continuities and changes over time.
- Analyzes the process of continuity and change over time.



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Analyze economic continuities and changes in trade networks within Afro-Eurasia in the period from 600 C.E. to 1450 C.E.



Please respond on separate paper, following directions from your teacher.

29. Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

Compare the spread of epidemic diseases in the Americas in the sixteenth century with the spread of epidemic diseases in Eurasia during the fourteenth century.



Please respond on separate paper, following directions from your teacher.

30. Directions: You should spend 5 minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.



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- Makes direct, relevant comparisons.

Analyze and compare the differing responses of China and Japan to western penetration in the nineteenth century.



Please respond on separate paper, following directions from your teacher.

31. Answer all parts of the question that follows.

- Identify ONE economic change in the period 1750–1900 that led to the formation of new elites.
- Explain ONE way that, despite economic change, traditional elites remained powerful in the period 1750–1900.
- Explain ONE way in which the formation of new elites in the period 1750–1900 led to the emergence of new ideologies.



Please respond on separate paper, following directions from your teacher.

32. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Answer all parts of the question that follows.

- Identify ONE way that technological changes facilitated trade in the Indian Ocean in the period 1200–1450.
- Explain ONE way that trade in the Indian Ocean in the period 1200–1450 led to political change.
- Explain ONE way that trade in the Indian Ocean in the period 1200–1450 led to cultural



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change.



Please respond on separate paper, following directions from your teacher.

33. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.

During the period 1200–1450, powerful new empires, such as the Mongol Empire and the Mali Empire, emerged in Afro-Eurasia.

Develop an argument that evaluates the extent to which the emergence of new empires and states affected networks of exchange in Eurasia compared to Africa in this period.



Please respond on separate paper, following directions from your teacher.

34. In the period 600 B.C.E. to 600 C.E., the rise of large-scale empires led to increasing regional and transregional trade.

Develop an argument that evaluates the extent to which the rise of one or more empires contributed to an increase in trade in this time period.



Please respond on separate paper, following directions from your teacher.

35. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.



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Answer all parts of the question that follows.

- a) Identify ONE way in which ethnic divisions affected the development of land-based empires in the period 1450–1750.
- b) Identify ONE way in which ethnic divisions affected the development of maritime empires in the period 1450–1750.
- c) Explain ONE similarity in the way that land-based and maritime empires adopted policies to accommodate the ethnic diversity of their populations in the period 1450–1750.



Please respond on separate paper, following directions from your teacher.

36. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

In the period circa 1200 to 1450, imperial collapse and dynastic change occurred in many parts of the world.

Develop an argument that evaluates the extent to which the decline of states led to cultural or social changes during this period.



Please respond on separate paper, following directions from your teacher.



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Directions:

In your response you should do the following.

-
- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

37. In the period 1450-1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.

Develop an argument that evaluates how the Columbian Exchange affected peoples in Afro-Eurasia in this time period.



Please respond on separate paper, following directions from your teacher.

38. In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of



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evidence.

- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

In the period 600–1450 C.E., new states and empires demonstrated continuity, innovation, and diversity as they developed in various regions such as the Mediterranean, the Middle East, and East Asia.

Develop an argument that evaluates how one or more new states or empires established their authority in this time period.



Please respond on separate paper, following directions from your teacher.

39. In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.



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- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Describe and explain a significant continuity and a significant change in labor migration in the period 1450–1750 C.E. (*Historical thinking skill: Continuity and Change*)



Please respond on separate paper, following directions from your teacher.

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- 40.** In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

Use the passage below to answer all parts of the question that follows.

“Nomads, the historical record shows, can evade, resist, stop, sustain, exploit, destabilize, and destroy empires. They can also build enduring empires of their own, but only if they modify the essence of their being and become less nomadic. Their institutions, like their very way of life, tend to be fluid and short-lived, and they lack such classic elements of empires as state structure and surplus-generating agriculture. Indeed, to preserve their might, nearly all nomadic empires developed over time more fixed institutions of governance and production that required at least seasonal sedentarism. So too did the Comanches, although this may seem implausible at first sight....

At the dawn of the eighteenth century, the Comanche were a small tribe of hunter-gatherers living in the rugged canyonlands on the far northern frontier of the Spanish kingdom of New Mexico.... It was here, at the advancing edge of the world’s largest empire, that the Comanches launched an explosive expansion. They purchased and plundered horses from New Mexico, reinvented themselves as mounted fighters, and reenvisioned their place in the world.... as a hegemonic people who grew increasingly powerful and prosperous at the expense of the surrounding societies, Indian and Euro-American alike. Gradually, a momentous shift took shape. In the Southwest, European imperialism not only stalled in the face of indigenous



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resistance; it was eclipsed by indigenous imperialism.”

Pekka Hämäläinen, historian, *The Comanche Empire*, 2008

- a. Identify ONE way in which the author challenges commonly held assumptions about the Americas in the age of European colonialism.
- b. Explain ONE example of a society other than the Comanche that made the type of transition described by the author in the first paragraph.
- c. Explain ONE example of a nomadic empire other than the Comanche that successfully confronted an established state or states in world history.



Please respond on separate paper, following directions from your teacher.

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- 41.** In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“There are scores of rich Muslim merchants from the Kingdom of Srivijaya [in Southeast Asia] who are living or were born in our city of Quanzhou [in southern China]. Among them is a man called Shi Nuowei, who is a Muslim. He is famous for his generosity among his fellow foreign residents in Quanzhou. The building of a cemetery for foreign merchants is but one of his many generous deeds. This cemetery project was first proposed by another Srivijaya foreigner, but he died before he could finish it. Shi then built the cemetery on the hillside to the east of the city. The cemetery is covered with a roof, enclosed by a wall, and safely locked at night. All foreign merchants who die in Quanzhou are to be buried there.

Shi’s kind deed allows the foreign merchants in our city to not have to worry about being able to be buried according to the requirements of their own religions. Shi’s kindness will certainly



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promote overseas trade and encourage more foreigners to come to Quanzhou, where they could live and conduct their business in harmony. I have included this story here so that news of it will be widely circulated overseas.”

Lin Zhiqi, Chinese government customs inspector in the port of Quanzhou, description of the city and its surroundings, circa 1170

- a) Identify ONE historical process in South or Southeast Asia that accounts for the religion of the Srivijaya merchants in Quanzhou, as reported in the passage.
- b) Explain ONE aspect of the economic development of China under the Song dynasty that led to the flourishing of commerce that is reflected in the passage.
- c) Explain ONE way in which the author’s point of view, purpose, or intended audience may have influenced his assessment of the events described in the passage.



Please respond on separate paper, following directions from your teacher.

-
- 42.** In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the following two images to answer all parts of the question that follows.

Image 1:

**ILLUSTRATION SHOWING ASTRONOMERS EMPLOYED BY THE MONGOL
ILKHANS OF PERSIA MAKING CALCULATIONS, CHARTING THEIR
OBSERVATIONS, AND USING ASTRONOMICAL INSTRUMENTS, EARLY
FOURTEENTH CENTURY**



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Pictures from History/Bridgeman Images

The illustration was included in a world history manuscript that was produced for the Mongol court.

Image 2:

**ILLUSTRATION FROM A HEBREW TRANSLATION OF THE CANON OF
MEDICINE, A MUSLIM MEDICAL TEXT. THE TRANSLATION WAS PRODUCED
BY A JEWISH SCHOLAR AT THE COURT OF THE CHRISTIAN KINGS OF SICILY,
CIRCA 1250**



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Science History Images / Alamy Stock Photo

The illustration shows the various stages of a physician's visit with a patient.

- Identify ONE way that Image 1 illustrates an effect of Mongol rule in Eurasia.
- Explain ONE likely purpose for the inclusion of Image 1 in the manuscript.
- Explain ONE way that Image 2 illustrates the spread of scientific knowledge in the period before 1450.



Please respond on separate paper, following directions from your teacher.



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43. Pick **one** of the following regions and analyze the continuities and changes in the region's connections to the world trading systems from 1450 to 2000. Be sure to explain how alterations in the framework of international trade interacted with regional factors to produce continuities and changes throughout the period.

China

Latin America

Sub-Saharan Africa

Middle East



Please respond on separate paper, following directions from your teacher.

-
44. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Answer all parts of the question that follows.

- Identify ONE ideology used to justify imperialism in the period from 1800 to 1900.
- Explain ONE way in which a specific European state applied a specific ideology to govern its colonies.
- Identify ONE specific pattern in the way in which colonized societies responded to imperialism.



Please respond on separate paper, following directions from your teacher.

-
45. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.



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Use the passage below to answer all parts of the question that follows.

“In the past, many [Muslim] rulers have had the following practices regarding the training of military slaves (ghulam): after young male slaves had been bought for government service, they would be given gradual advancement in rank, according to their length of service, education, skill, and general merit. Thus, after a ghulam had been bought, he would serve on foot as an assistant to a cavalryman for one year. After that, he would be given a horse and trained to ride for three more years. By his fourth year, he would receive a quiver of arrows and a bow case and would start training to shoot and fight. With each passing year of loyal service, his rank and honors would be increased, as would his responsibilities. He would become a troop leader and, finally, when he turned 35 years of age and assuming he had served the ruler honorably in every respect, he would be appointed governor of a province or would become a minister. Unfortunately, this system has not been followed by rulers lately.”

Nizam al-Mulk, senior adviser to the sultan of the Muslim Seljuq Empire, *The Book of Government*, treatise composed circa 1092

- a) Identify ONE claim made in the passage.
- b) Identify ONE way in which the passage illustrates the development of states in the Islamic world in the period before 1450.



Please respond on separate paper, following directions from your teacher.

46. Answer all parts of the question that follows.

- a) Identify ONE way in which subsistence patterns pre-dating the Neolithic Revolution continued among some Eurasian societies in the period circa 10,000 B.C.E. to 3,000 B.C.E.
- b) Identify ONE way in which the Neolithic Revolution changed Eurasian societies' subsistence patterns in the period circa 10,000 B.C.E. to 3,000 B.C.E.
- c) Explain ONE way in which changes in Eurasian societies' subsistence patterns altered their political or social structures in the period circa 10,000 B.C.E. to 600 B.C.E.



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Please respond on separate paper, following directions from your teacher.

47. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Answer all parts of the question that follows.

- a) Describe ONE feature of nationalism in the period 1750–1900.
- b) Explain ONE political development in the period 1750–1900 that helped spread nationalism.
- c) Identify ONE instance in the period 1750–1900 in which nationalism was used to create a new state.



Please respond on separate paper, following directions from your teacher.

48. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

In the period circa 1750 to 1900, revolutions occurred in many parts of the world.

Develop an argument that evaluates the extent to which revolutions led to cultural or social changes during this period.



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Please respond on separate paper, following directions from your teacher.

49. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passages below to answer all parts of the question that follows.

Source 1

“Dislocated and impoverished, many urban newcomers [including women] lived in the utmost misery. Working women started political groups of their own. Many kept alive the language and dreams of revolutionary Europe in an ongoing series of strikes, political movements, and new waves of revolution. Filled with ambition for liberty, working women started political groups of their own and engaged in political struggle. Simultaneously, middle-class women began organizing a mass feminist movement to obtain education, property and marital rights, and the vote.”

Bonnie G. Smith, United States historian of Europe, *Changing Lives: Women in European History Since 1700*, 1989

Source 2

“Over the long run the average standard of living rose substantially in Britain for both women and men. [The misery] of those who endured the unhealthy housing and working conditions and the cycles of boom and bust . . . was [diminished] by the middle of the nineteenth century. Both sexes benefited from [a decline in birth rates] but women doubtless experienced greater gains here.

Wives whose wage work was vital to family wage pooling, such as in cotton textiles, may have gained leverage in bargaining with their husbands. In the workplace, women’s occupations were restricted and segregated; crowding in few occupations contributed to lower female wages. The job segregation . . . meant continuing gender inequality in both labor market and the family. Women and children formed a flexible workforce; they entered labor markets,



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serving as helpers to men, holding jobs that did not require long training or had little authority or that men did not want.”

Louise A. Tilly, United States historian, academic article, 1993

- a) Identify ONE nineteenth-century ideology that likely influenced the various forms of political activism referred to in Source 1.
- b) Explain ONE economic process in the nineteenth century that accounts for the changes in the lives of working women as described in the two passages.
- c) Explain ONE way in which the authors focus on different aspects of the experience of women in the nineteenth century.



Please respond on separate paper, following directions from your teacher.

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50. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“Revolutions have been rare but momentous occurrences in modern world history. . . . They have given birth to nations whose power markedly surpassed their own prerevolutionary pasts. . . . Nor have revolutions had only national significance. In some cases, revolutions have given rise to models and ideals of enormous international impact and appeal. . . . [Major] revolutions affect not only those abroad who would like to imitate them. They also affect those in other countries who oppose revolutionary ideals but are compelled to respond to the challenges or threats posed by the enhanced national power that has been generated [by those revolutions]. . . .

[Political] upheavals and socioeconomic changes have happened in every country. But . . . revolutions deserve special attention, not only because of their extraordinary significance for the histories of nations and the world but also because of their distinctive pattern of [social and political] change. Revolutions are rapid, basic transformations of a society’s state and class structures; and they are accompanied and, in part, carried through by class-based revolts from



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below.”

Theda Skocpol, United States political scientist, *States and Social Revolutions*, book published in 1979

- a) Describe ONE argument that the author makes about revolutions in the first paragraph.
- b) Explain how ONE piece of evidence from the period after 1750 would support the author’s argument about revolutions and class.
- c) Explain how ONE piece of evidence from the period after 1750 would challenge the author’s argument in the passage.



Please respond on separate paper, following directions from your teacher.

51. In your response, you will be assessed on the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.

In the period 1750–1900, the economies of numerous states in Europe, North America, and Asia underwent industrialization.

Develop an argument that evaluates the extent of economic change that the process of industrialization brought to Asia.



Please respond on separate paper, following directions from your teacher.



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52. In the period 600 to 1450 C.E., trade networks expanded and economic productive capacity increased. Technological innovations and transfers often contributed to this process.

Develop an argument that evaluates the extent to which technological innovations or transfers led to increased economic growth in this period.



Please respond on separate paper, following directions from your teacher.

53. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“On behalf of the king and queen of Spain, we notify you that the pope has donated to them these islands and lands and all who have received this notice should receive and serve their Highnesses as subjects ought to do.

We ask that you acknowledge the Church and the pope as the ruler of the whole world. We ask further that you acknowledge that the king and queen of Spain shall rule as lords and kings of these islands and lands by virtue of the pope’s donation. If you obey your king and queen, you will do well and we shall receive you with all love and charity and shall leave you, your wives, your children, and your lands free without servitude.

But, if you do not obey, we shall powerfully enter into your country, and shall make war against you and shall subject you to the yoke and obedience of the Church and the king and queen of Spain. We shall take you, your wives, and your children and make all of you slaves and we shall take away your goods. We assert that the deaths and losses that would accrue from this are your fault, and not that of their Highnesses, or ours, nor of these soldiers who come with us.”

“The Demand” (Requerimiento), document issued by the Spanish royal council of Castile in 1510. Spanish conquistadors were legally required to read the document aloud to indigenous Americans before taking their land.



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- a) Describe ONE way in which the document reflects the specific historical situation of Spain's maritime exploration and colonization in the late fifteenth and early sixteenth centuries.
- b) Explain ONE political development in the fifteenth and early sixteenth centuries that would likely explain why the king and queen of Spain highlighted the donation mentioned in the first and second paragraphs.
- c) Explain ONE instance in which the Spanish resorted to the type of actions threatened in the third paragraph.



Please respond on separate paper, following directions from your teacher.

54. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“The greater and lesser daimyo [lords] of the provinces and all their salaried officials must speedily expel any soldiers in their service who have been accused of rebellion or murder. . . . Any repairs to castles in the provinces must be reported to the government of the shogun [ruler of Japan], as well as any new construction, which is strictly forbidden. Walls extending more than a certain distance are a peril to the state. High fortresses and well-dredged moats are the origins of great turmoil. . . . [When reporting for duty] daimyo with larger estates should not be escorted by more than twenty mounted warriors. Daimyo with smaller estates should reduce their escort proportionally.”

Decree issued by the newly established Tokugawa Shogunate concerning the regulation of warrior households, Japan, 1615

- a) Identify ONE purpose of the decree.
- b) Identify ONE way in which the decree reflects the historical situation of the period 1450–1750 in terms of state development.
- c) Identify ONE piece of evidence from the decree that a historian could use to argue that



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powerful elites remained a threat to states in the period 1450–1750.



Please respond on separate paper, following directions from your teacher.

- 55.** Unfree labor systems were widely used for agricultural production in the period 1450-1750. Analyze the major similarities and differences between TWO of the following systems:

Caribbean slavery

North American slavery

West African slavery

Russian serfdom



Please respond on separate paper, following directions from your teacher.

- 56.** Use the charts below to answer all parts of the question that follows.

Chart 1



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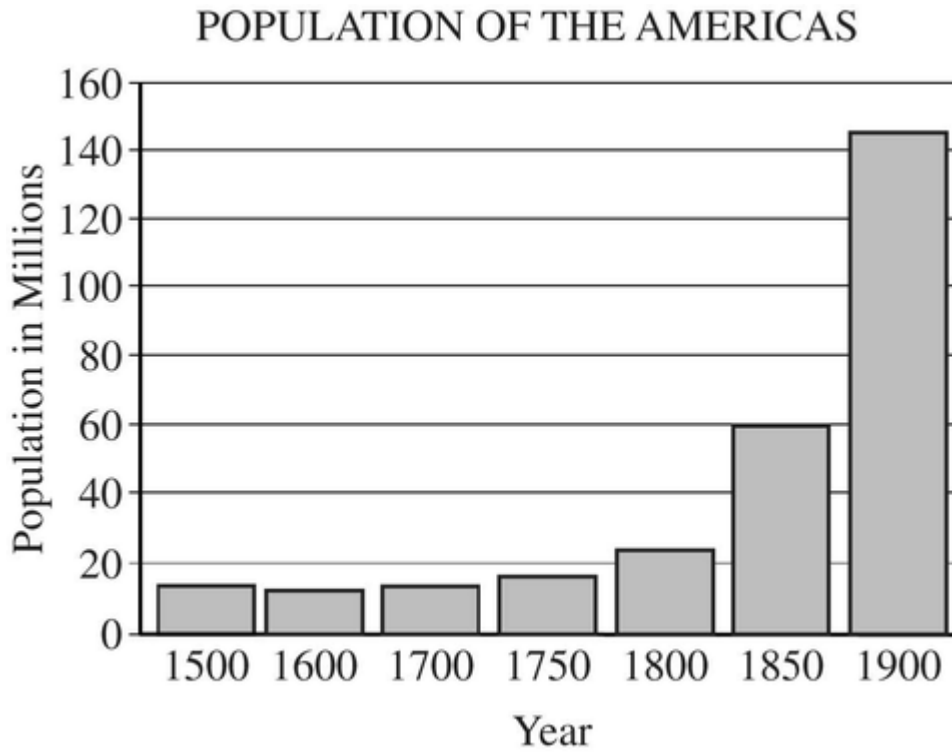
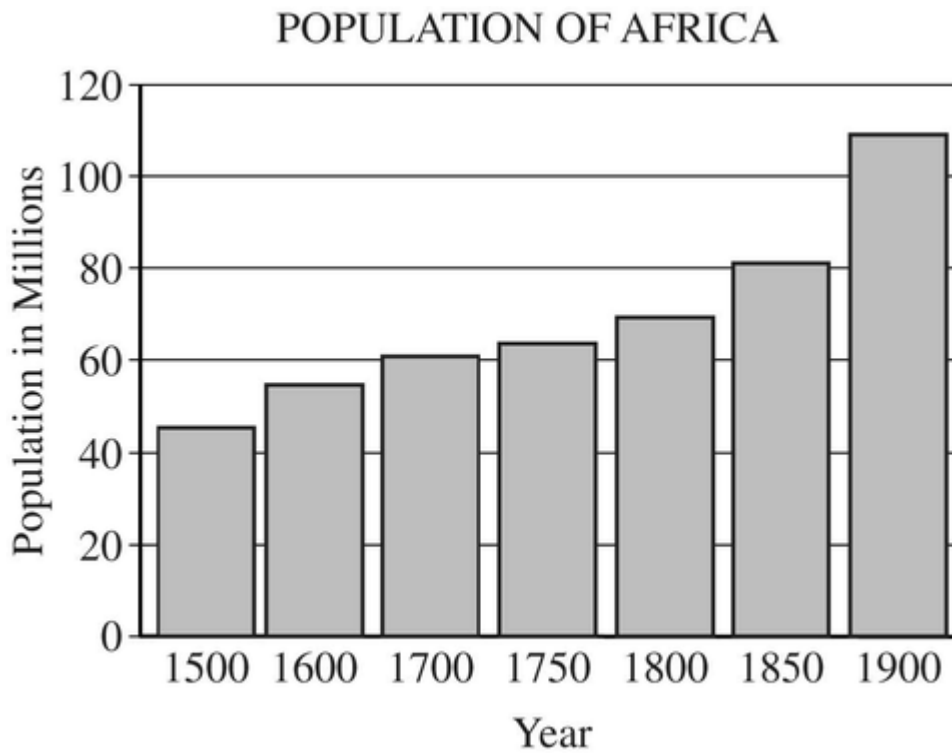


Chart 2



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- a. For the period 1500–1750, explain ONE factor behind the population changes in Chart 1.
- b. For the period 1750–1900, explain ONE factor behind the population changes in Chart 1.
- c. For the period 1500–1900, explain ONE factor behind the population changes in Chart 2.



Please respond on separate paper, following directions from your teacher.

57. Use the image below to answer all parts of the question that follows.

DETAIL IMAGE FROM A SCROLL PAINTED DURING THE SONG DYNASTY, CIRCA 1100 C.E.



The Granger Collection, New York



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The image shows (on left) Guo Ziyi, a Chinese general of the Tang dynasty, meeting with Uighur nomads on the frontier of China.

- a. Identify and explain ONE way in which the interaction depicted in the image represents a continuity in Chinese imperial history.
- b. Identify and explain ANOTHER way in which the interaction depicted in the image represents a continuity in Chinese imperial history.
- c. Identify and explain ONE way in which the interaction between imperial China and Central Asian nomads changed after 1100 C.E.



Please respond on separate paper, following directions from your teacher.

58. Use the passage below to answer all parts of the question that follows.

“There is no doubt that the Gujaratis from the northwest coast of India are men who understand merchandise; they are also diligent, quick men in trade. They do their accounts with numbers like ours. There are also merchants from Egypt settled in Gujarat, as well as many merchants from Persia and the Arabian Peninsula, all of whom do a great trade in the seaport towns of Gujarat. Those of our people who want to be clerks and traders ought to go there and learn, because the business of trade is a science in itself.”

Tomé Pires, Portuguese merchant, book describing travels in South Asia, 1515

- a. Identify and explain ONE way in which the Indian Ocean trade described in the passage was a continuity of the Indian Ocean trade that occurred during the period 600 to 1450 C.E.
- b. Identify and explain TWO ways in which merchants such as Pires changed the Indian Ocean trade system in the period 1450 to 1750 C.E.



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Please respond on separate paper, following directions from your teacher.

59. Use the passage below to answer all parts of the question that follows.

“[This] book acknowledges that cultural traditions spread over long distances even in ancient times, but it also recognizes that expansive traditions often faced fierce opposition, and it holds further that cross-cultural conversion is a deeply problematical concept. Indeed, [this] book argues that religious and cultural traditions rarely won foreign converts except when favored by a powerful set of political, social or economic incentives. Sometimes the prospect of trade or political alliance drew a people’s attention to a foreign cultural tradition. Other times state sponsorship made political and military support available to an expanding cultural tradition. Yet even under the best of circumstances... expansive cultural traditions rarely attracted large numbers of foreign adherents without the aid of a syncretic process.”

Jerry H. Bentley, historian, *Old World Encounters*, 1993

- Identify and explain TWO examples in the period 600 C.E. to 1450 C.E. that support the author’s argument concerning the role of political, social, or economic incentives in the spread of religious or cultural traditions.
- Identify and explain ONE example after 1450 C.E. in which syncretism played an important role in the spread of religious or cultural traditions.



Please respond on separate paper, following directions from your teacher.

60. Use the passage below to answer all parts of the question that follows.

“First and most important in the early modern era [1450–1750 C.E.] is the intensified human land use in every world region. Rising human numbers put increasing pressure on the land. Almost invariably [human] expansion caused a reduction in the quantity and diversity of



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vegetation or, to put it in other terms, a reduction in biomass and biodiversity. That is, sedentary cultivation depended on selection of one or a few favored plant species . . . in place of a variety of grass, shrubs, and trees. . . . Agriculture was and continues to be the single most important means by which humans change the world's lands and its ecosystems.

John F. Richards, historian, *The Unending Frontier: An Environmental History of the Early Modern World*, 2003

- a. Identify and explain ONE historically specific example of intensified human land use in the period 1450– 1750 C.E. that would support the author's argument.
- b. Identify and explain ONE historically specific example from the period before 1450 C.E. in which humans interacted with the environment in ways similar to those described in the passage.
- c. Identify and explain ONE late-twentieth-century development that likely explains historians' interest in the subject of the passage.



Please respond on separate paper, following directions from your teacher.

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61. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

“In 1683, the Kangxi emperor of China asked that I and two other Jesuit fathers accompany him on a journey from Beijing to the Mongol and Turkic regions beyond the Great Wall with 60,000 cavalry and members of the court on a hunting expedition. The emperor wanted to keep the military in constant movement during peace and prepare it for war. He also wanted to prevent his Manchu and Turkic troops from becoming infected by Chinese luxury and, further, to keep the peoples of the region in obedience.

The emperor has divided the immeasurable districts beyond the Wall into forty-eight provinces



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and has made them all subject and tributary. Thus, he is sovereign of the Chinese and the nomads and could be justly called the greatest and mightiest ruler in the world. Indeed, the emperor chastises offenders of the highest and lowest classes with impartiality according to their misdeeds and he alone makes decisions after considering the advice of his imperial council and hearing the sentences of the imperial law courts. On this account, men of all rank stand in his presence with deep awe and recognize him as sole ruler.”

Ferdinand Verbiest, Flemish Jesuit missionary, adviser, and astronomer at the court of the Kangxi emperor of the Qing dynasty, letter to fellow Jesuits in Europe, 1683

- a) Identify ONE way in which the passage illustrates the development of China in the seventeenth and eighteenth centuries.
- b) Identify ONE other state in the period 1450–1750 that used methods of rule similar to those described in the passage.
- c) Explain ONE factor that might have contributed to Verbiest’s view of the emperor in the second paragraph.



Please respond on separate paper, following directions from your teacher.

-
62. Within the period from 1450 to 1800, compare the processes (e.g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following.

The Ottoman Empire

OR

The Russian Empire



Please respond on separate paper, following directions from your teacher.

-
63. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.



Review short answer

Use the passage below to answer all parts of the question that follows.

“In the past, none failed to hear Confucius’ teachings, but few understood them. Thereafter came the vulgar Confucian scholarship of later times, which stressed memorization and literary composition, but was of no real use. Then came the deviant doctrines of Buddhism and Daoism, which had loftier goals but lacked solid substance. These teachings were mixed together in great confusion, so that rulers could no longer hear the essential teachings of Confucius, and lesser men could no longer enjoy the benefits of good government. Everything decayed until disorder and destruction reached its extreme in the Five Dynasties period*.

Yet Heaven’s cycle continues. The virtuous power of the Song dynasty rose up, and both government and education shone with great luster. With that, the method whereby the ancients taught men was once again made brilliantly clear to the world.”

*an era of political chaos in China during the tenth century

Zhu Xi, Chinese scholar and philosopher, preface to a commentary on The Great Learning, written in 1190. The Great Learning was a text of Confucian teachings that became a foundational text of examination for the Chinese civil service.

- a) Identify ONE claim made in the passage.
- b) Identify ONE way in which the ideas expressed in the passage illustrate the social or political development of China under the Song dynasty.



Please respond on separate paper, following directions from your teacher.