DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Chicago is a
(A) state
(B) city
(C) country
(D) continent

Sample Answer

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, PART B: Short Answer

Instructions

Section I, Part B of this exam consists of 4 short-answer questions. Write your responses on a separate sheet of paper.
Questions 1–3 refer to the two sources below.

Source 1:

Temple of Ramesses II, Abu Simbel (Egypt)

Source 2:

Mummy of Ramesses II
1. Source 1 illustrates which of the following characteristics of ancient Egyptian civilization?

(A) A simplistic society that had very few engineering skills
(B) An unstable society constantly at war with its neighbors
(C) A monotheistic society that was primarily interested in concepts of religious purity
(D) An advanced society that viewed its kings as intermediaries between earthly and divine realms

2. Source 2 illustrates which of the following ancient Egyptian beliefs about the afterlife?

(A) The importance of treating the dead with respect regardless of class
(B) The importance of preserving the body so that it could be reanimated by the soul in the afterlife
(C) The importance of keeping the physical self intact for all time
(D) The importance of the human form, as no other earthly objects could be taken to the afterlife

3. Which of the following was a major difference between the Egyptian civilization, illustrated by the sources above, and the Mesopotamian civilization that existed around the same time period?

(A) In Egypt each city-state had its own ruler, while in Mesopotamia there was one centralized ruler.
(B) In Egypt there was one centralized ruler, while in Mesopotamia each city-state had its own ruler.
(C) In Egypt religion was a major part of people’s lives, while in Mesopotamia religion was not important.
(D) In Egypt there was no system of writing, while in Mesopotamia there was an advanced system of writing.
Questions 4–6 refer to the passage below.

“Dharma is good, but what constitutes Dharma? [It includes] little evil, much good, kindness, generosity, truthfulness and purity.”

“Respect for mother and father is good, generosity to friends, acquaintances, relatives, Brahmans and ascetics is good, not killing living beings is good, moderation in spending and moderation in saving is good.”

“Indeed, Beloved-of-the-Gods is deeply pained by the killing, dying and deportation that take place when an unconquered country is conquered. But Beloved-of-the-Gods is pained even more by this—that Brahmans, ascetics, and householders of different religions who live in those countries, and who are respectful to superiors, to mother and father, to elders, and who behave properly and have strong loyalty towards friends, acquaintances, companions, relatives, servants and employees—that they are injured, killed or separated from their loved ones. Even those who are not affected [by all this] suffer when they see friends, acquaintances, companions and relatives affected. These misfortunes befall all [as a result of war], and this pains Beloved-of-the-Gods.”

Excerpts from the Edicts of Ashoka, Maurya Empire, ca. 270–230 B.C.E.

4. In the passage, to whom does the term “Brahmans” refer?
   (A) The lowest caste within Hinduism, consisting of laborers and service providers
   (B) The lowest caste within Hinduism, consisting of agriculturalists and merchants
   (C) The highest caste within Hinduism, consisting of priests and teachers of sacred learning
   (D) The highest caste within Hinduism, consisting of kings and warriors

5. The ethical precepts contained in the passage are most consistent with the traditional teachings of which of the following religions?
   (A) Buddhism
   (B) Hinduism
   (C) Islam
   (D) Sikhism

6. The notion of respect for mothers, fathers, and elders in the passage is most similar to which of the following tenets of traditional Confucian philosophy?
   (A) The silver rule
   (B) Doctrine of the mean
   (C) Filial piety
   (D) Mandate of Heaven
Questions 7–10 refer to the two sources below.

Source 1:

For some years I continued averse from mentioning this event, deeming it so horrible that I shrank from recording it and ever withdrawing one foot as I advanced the other. To whom, indeed, can it be easy to write the announcement of the death-blow of Islam and the Muslims, or who is he on whom the remembrance thereof can weigh lightly? O would that my mother had not born me or that I had died and become a forgotten thing ere this befell…

…For even Antichrist will spare such as follow him, though he destroy those who oppose him, but these Tatars spared none, slaying women and men and children, ripping open pregnant women and killing unborn babes. Verily to God do we belong, and unto Him do we return, and there is no strength and no power save in God, the High, the Almighty, in face of this catastrophe, whereof the sparks flew far and wide, and the hurt was universal; and which passed over the lands like clouds driven by the wind…

…Islam and the Muslims have been afflicted during this period with calamities wherewith no people hath been visited. These Tatars (may God confound them!) came from the East, and wrought deeds which horrify all who hear of them.”

Ibn al-Athir, On the Tatars, 1220–1221 C.E.

7. What was one of the primary reasons that the Mongol invaders were able to move easily through the large swathes of territory shown in Source 1?

(A) They took advantage of trade routes established as part of the Silk Road network.

(B) They used their shipbuilding and navigation skills to travel quickly along river systems.

(C) They brought enormous amounts of grain with them to maintain a steady food supply.

(D) They encountered little resistance from local peoples due to previously established peace treaties.
8. Which of the following most likely explains why the author of Source 2 describes the Mongol invasions as the “death-blow of Islam and the Muslims”?

(A) The Mongols forced the people they conquered to convert to shamanism.
(B) The Mongols wiped out all traces of Islam by killing those who would not renounce Muhammad.
(C) The Mongols captured the birthplace of Islam on the Arabian Peninsula and destroyed all of Islam’s holy places.
(D) The Mongols destroyed the cities at the heart of medieval Islamic civilization.

9. Present-day historians would most likely agree with which of the following assertions from Source 2?

(A) The Mongol invasions destroyed Islam completely.
(B) The Mongols passed over the lands like clouds.
(C) The Mongols spared no one in the lands they conquered.
(D) The Mongols practiced a particularly brutal form of warfare.

10. The fear that people experienced after hearing of the Mongol invasions in texts such as Source 2 most likely contributed to which of the following?

(A) A mass exodus of people from their ancestral homelands
(B) A renewal of splits along traditional tribal lines
(C) An increased readiness to concede to the Mongols’ demands
(D) A decline in desire for urbanization
Questions 11–13 refer to the passage below.

“Be it known, that we knowing the prosperity of these countries, and the welfare of their inhabitants depends principally on navigation and trade, which in all former times by the said Countries were carried on happily, and with a great blessing to all countries and kingdoms; and desiring that the aforesaid inhabitants should not only be preserved in their former navigation, traffic, and trade, but also that their trade may be increased as much as possible in special conformity to the treaties, alliances, leagues and covenants for traffic and navigation formerly made with other princes, republics and people, which we give them to understand must be in all parts punctually kept and adhered to.”

Charter of the Dutch West India Company, 1621

11. What was one of the principal goals that seventeenth-century merchants had in setting up chartered companies such as the one whose charter is quoted in the passage?
(A) To pool resources and eliminate competition at the companies’ trading posts
(B) To force governments to decrease involvement with private business affairs
(C) To encourage scientists to develop more sophisticated navigational tools
(D) To increase economic cooperation between various nations

12. From where did chartered companies such as the one quoted in the passage derive the authority to exist?
(A) Ecclesiastical authorities
(B) Private banks
(C) Kings and other royals
(D) Military leaders

13. Which economic philosophy most supported the creation of chartered companies like the one in the passage?
(A) Free trade
(B) Collectivization
(C) Manorialism
(D) Mercantilism
Section I

Questions 14–16 refer to the two sources below.

Source 1:

“If I were to record the various services which I have rendered the [French] Government, I should need many volumes, and even then should not finish them; and, as a reward for all these services, I have been arbitrarily arrested at St. Domingo, bound, and put on board ship like a criminal, without regard for my rank, without the least consideration. Is this the recompense due my labors? Should my conduct lead me to expect such treatment?

I was once rich. At the time of the revolution, I was worth six hundred and forty-eight thousand francs. I spent it in the service of my country. I purchased but one small estate upon which to establish my wife and family. Today, notwithstanding my disinterestedness, they seek to cover me with opprobrium and infamy; I am made the most unhappy of men; my liberty is taken from me; I am separated from all that I hold dearest in the world—from a venerable father, a hundred and five years old, who needs my assistance, from a dearly-loved wife, who, I fear, separated from me, cannot endure the afflictions which overwhelm her, and from a cherished family, who made the happiness of my life.”

Toussaint L’Ouverture, memoirs from prison, 1802

Source 2:

“Toussaint, the most unhappy of men!
Whether the whistling Rustic tend his plough
Within thy hearing, or thy head be now
Pillowed in some deep dungeon’s earless den; -
O miserable Chieftain! where and when
Wilt thou find patience? Yet die not; do thou
Wear rather in thy bonds a cheerful brow:
Though fallen thyself, never to rise again,
Live, and take comfort. Thou hast left behind
Powers that will work for thee; air, earth, and skies;
There’s not a breathing of the common wind
That will forget thee; thou hast great allies;
Thy friends are exultations, agonies,
And love, and man’s unconquerable mind.”

William Wordsworth, To Toussaint L’Ouverture, 1803

14. When the author of Source 1 states that “they seek to cover me with opprobrium and infamy,” to what is he referring?

(A) The French government’s support for the cause of Haitian independence
(B) The French government’s apathy about the plight of former slaves in its Caribbean territories
(C) The French government’s attempt to discredit Spanish and British interests in the Caribbean as monarchist and repressive
(D) The French government’s attempt to discredit L’Ouverture and his revolutionary movement

15. The author of Source 2 expresses which of the following sentiments about Toussaint L’Ouverture’s fight for Haitian independence?

(A) Encouragement that L’Ouverture has many allies who support his movement
(B) Ambivalence about the ultimate morality of the revolution
(C) Condemnation of L’Ouverture and his revolutionary co-conspirators
(D) Optimism that the French will ultimately prevail and that L’Ouverture will be released from prison
16. Which of the following historical developments most directly contributed to the rebellion mentioned in the sources?

(A) The French victory over the British in the Seven Years’ War
(B) Spanish imposition of mercantilist policies in its Latin American colonies
(C) The abolition of slavery in Brazil
(D) The American Revolution
Questions 17–19 refer to the two sources below.

Source 1:

“The Land of Israel was the birthplace of the Jewish people. Here their spiritual, religious and political identity was shaped. Here they first attained to statehood, created cultural values of national and universal significance and gave to the world the eternal Book of Books…

After being forcibly exiled from their land, the people remained faithful to it throughout their Dispersion and never ceased to pray and hope for their return to it and for the restoration in it of their political freedom…

Jews strove in every successive generation to re-establish themselves in their ancient homeland. In recent decades they returned in their masses. Pioneers and defenders, they made deserts bloom, revived the Hebrew language, built villages and towns, and created a thriving community controlling its own economy and culture, loving peace but knowing how to defend itself, bringing the blessings of progress to all the country’s inhabitants, and aspiring towards independent nationhood…

This right was recognized in the Balfour Declaration of the 2nd November, 1917, and re-affirmed in the Mandate of the League of Nations which, in particular, gave international sanction to the historic connection between the Jewish people and the Land of Israel and to the right of the Jewish people to rebuild its National Home…

The catastrophe which recently befell the Jewish people—the massacre of millions of Jews in Europe—was another clear demonstration of the urgency of solving the problem of its homelessness by re-establishing in the Land of Israel the Jewish State, which would open the gates of the homeland wide to every Jew and confer upon the Jewish people the status of a fully privileged member of the comity of nations.”

Excerpts from Israel’s Declaration of Independence, 1948

Source 2:

“Palestine is the homeland of the Arab Palestinian people; it is an indivisible part of the Arab homeland, and the Palestinian people are an integral part of the Arab nation.”

“The Palestinians are those Arab nationals who, until 1947, normally resided in Palestine regardless of whether they were evicted from it or have stayed there. Anyone born, after that date, of a Palestinian father—whether inside Palestine or outside it—is also a Palestinian.”

“The partition of Palestine in 1947 and the establishment of the state of Israel are entirely illegal, regardless of the passage of time, because they were contrary to the will of the Palestinian people and to their natural right in their homeland, and inconsistent with the principles embodied in the Charter of the United Nations; particularly the right to self-determination.”

“The Balfour Declaration, the Mandate for Palestine, and everything that has been based upon them, are deemed null and void. Claims of historical or religious ties of Jews with Palestine are incompatible with the facts of history and the true conception of what constitutes statehood. Judaism, being a religion, is not an independent nationality. Nor do Jews constitute a single nation with an identity of its own; they are citizens of the states to which they belong.”

Articles 1, 5, 19, and 20 of the Palestinian National Charter, 1968

17. Which of the following is a topic about which Source 1 and Source 2 disagree?

(A) Whether the Balfour Declaration declared the land of Palestine a national homeland for the Jews
(B) Whether religious ties to a particular land constitute a legitimate basis for statehood
(C) Whether the Palestinians are Arab nationals
(D) Whether Jews living in Palestine made the deserts bloom and revived the Hebrew language

18. Paragraph 3 of Source 1 states, “In recent decades they returned in their masses.” To what historical development does this statement refer?

(A) The mass emigration of European Jews to the United States prior to World War II
(B) The movement of Jews from Western to Eastern Europe following World War I
(C) The influx of Jewish refugees to Palestine following the 1967 Six-Day War
(D) The growth of Zionist immigration to Palestine in the early twentieth century
19. Which of the following historical developments best explains the existence of the “Mandate for Palestine” mentioned in Source 2?

(A) The Roman occupation of the Levant
(B) The Ottoman conquest of Mamluk Egypt
(C) The defeat of the Central Powers in World War I
(D) The creation of independent states in the Middle East following World War II
Questions 20–23 refer to the passage below.

“Their women are of surpassing beauty, and are shown more respect than the men. These people are Muslims, punctilious in observing the hours of prayer, studying the books of law, and memorizing the Koran. Yet their women show no bashfulness before men and do not veil themselves, though they are assiduous in attending prayers. Any man who wishes to marry one of them may do so, but they do not travel with their husbands, and, even if one desired to do so, her family would not allow her to go. The women have their “friends” and “companions” amongst the men outside their own families.”

Ibn Battuta, *Travels in Asia and Africa*, ca. 1354

20. Based on the passage and your knowledge of world history, which of the following best describes why a contemporary reader of this passage might be surprised?

(A) The women of Mali appear to have less autonomy than those of other Islamic nations.
(B) The women of Mali appear to have more autonomy than those of other Islamic nations.
(C) The women of Mali appear to be more religiously observant than those of other Islamic nations.
(D) The women of Mali appear to be less religiously observant than those of other Islamic nations.

21. In addition to wanting to see more of the world, why did travelers such as the author of the passage travel to Mali in the fourteenth century?

(A) To participate in the salt and gold trade
(B) To participate in the silk and sugar trade
(C) To participate in the copper and iron trade
(D) To participate in the rum and whiskey trade

22. Which of the following historical developments in the period between 1450 C.E. and 1750 C.E. reduced the importance of the inland areas of West Africa?

(A) The Ottoman absorption of the Barbary States of North Africa
(B) The establishment of African kingdoms that were heavily involved in the slave trade
(C) The spread of New World crops to Europe and Asia
(D) The settlement of Cape Colony by the Dutch

23. Which of the following provides the best explanation for the presence of Islam in the Kingdom of Mali?

(A) Conquest of the region by Umayyad forces
(B) Traveling Islamic scholars who sought to convert to faraway lands
(C) Contact with trading cities along Africa’s Mediterranean coast
(D) The presence of several significant holy sites of Islam
Questions 24–27 refer to the two sources below.

Source 1:

“The tsar labored at the reform of fashions, or, more properly speaking, of dress. Until that time the Russians had always worn long beards, which they cherished and preserved with much care, allowing them to hang down on their bosoms, without even cutting the moustache. With these long beards they wore the hair very short, except the ecclesiastics, who, to distinguish themselves, wore it very long. The tsar, in order to reform that custom, ordered that gentlemen, merchants, and other subjects, except priests and peasants, should each pay a tax of one hundred rubles a year if they wished to keep their beards; the commoners had to pay one kopek each. Officials were stationed at the gates of the towns to collect that tax, which the Russians regarded as an enormous sin on the part of the tsar and as a thing which tended to the abolition of their religion.”

Jean Rousset de Missy, *Life of Peter the Great*, ca. 1730

Source 2:

Russian beard token from 1705, carried to indicate that the owner had paid the beard tax imposed by Peter the Great

24. Which of the following statements about Peter the Great, the subject of Source 1, is accurate?

(A) Under Peter the Great, Russia became a strong military nation but failed to modernize or industrialize.

(B) Peter the Great was able to build a strong centralized government based on military principles.

(C) The lives of ordinary Russian citizens were greatly improved as a result of the Western influences brought by Peter the Great.

(D) Peter the Great was considered the first enlightened despot in the history of Russia.

25. Based on the sources and your knowledge of world history, for what reason did Peter the Great discourage Russian men from wearing beards?

(A) He believed that facial hair was not becoming of a true gentleman.

(B) He thought it would be best for society if ecclesiastics were easily distinguishable from ordinary people.

(C) He wanted Russian men to return to the traditions of their ancestors.

(D) He wished to Westernize Russia by importing European clothing and hairstyles.
26. Which of the following historical developments from the period 600 C.E. to 1450 C.E. most accounts for Peter the Great’s need to Westernize Russia?

(A) The settlement of Russia by Scandinavians
(B) The establishment of trading cities along major Russian rivers
(C) The conversion of Russia to Orthodox Christianity
(D) The conquest of Russia by the Mongolians

27. According to Source 1, Peter the Great’s style of rule could best be described with which of the following terms?

(A) Enlightened despotism
(B) Absolute monarchy
(C) Oligarchy
(D) Capitalism
Questions 28–30 refer to the two sources below.

**Source 1:**

“The humble address and petition of thousands who labour in the cloth manufactory sheweth that the Scribbling-Machines have thrown thousands of your petitioners out of employ, whereby they are brought into great distress, and are not able to procure a maintenance for their families, and deprived them of the opportunity of bringing up their children to labour: We have therefore to request, that prejudice and self-interest may be laid aside, and that you may pay that attention to the following facts, which the nature of the case requires. The number of Scribbling-Machines extending about seventeen miles south-west of Leeds, exceed all belief, being no less than one hundred and seventy! and as each machine will do as much work in twelve hours, as ten men can in that time do by hand, (speaking within bounds) and they working night-and-day, one machine will do as much work in one day as would otherwise employ twenty men.”

Leeds Woollen Workers Petition, 1786

**Source 2:**

“At a time when the People, engaged in every other Manufacture in the Kingdom, are exerting themselves to bring their Work to Market at reduced Prices, which can alone be effected by the Aid of Machinery, it certainly is not necessary that the Cloth Merchants of Leeds, who depend chiefly on a Foreign Demand, where they have for Competitors the Manufacturers of other Nations, whose Taxes are few, and whose manual Labour is only Half the Price it bears here, should have Occasion to defend a Conduct, which has for its Aim the Advantage of the Kingdom in general, and of the Cloth Trade in particular.”

Letter from Leeds Cloth Merchants, 1791

28. Which of the following historical developments in the period 1750 C.E. to 1900 C.E. most directly caused the debate presented in the sources?

(A) The spread of nationalism in the wake of the French Revolution
(B) The Industrial Revolution
(C) Imperialism and neocolonialism
(D) The spread of democratic or representative governments

29. Taken together, the two sources illuminate which of the following social concerns in the period 1750 C.E. to 1900 C.E.?

(A) The displacement of traditional labor methods by new production techniques
(B) The greed of capitalists at the expense of society at large
(C) The imposition of tariffs and other protective measures for industries
(D) The use of child labor in industries

30. Taken together, the two sources support which of the following inferences about the relationship between capital and labor during the period 1750 C.E. to 1900 C.E.?

(A) The socialist tendencies of labor pushed populations to support capital to put down unions and other organizations of labor.
(B) Labor and capital had quite similar goals and cooperated to achieve the best outcome for society at large.
(C) Capital attempted as much as possible to mechanize production in order to punish workers or depress their wages.
(D) Both labor and capital appealed to the welfare of the population at large to press their respective agendas.
Questions 31–33 refer to the two sources below.

Source 1:

“The Steam Roller,” political cartoon from the satirical magazine Judge, March 9, 1917

Source 2:

“If woman would fulfill her traditional responsibility to her own children; if she would educate and protect from danger factory children who must find their recreation on the street; if she would bring the cultural forces to bear upon our materialistic civilization; and if she would do it all with the dignity and directness fitting one who carries on her immemorial duties, then she must bring herself to the use of the ballot—that latest implement for self-government.”

Jane Addams, Why Women Should Vote, 1915

31. Which of the following would the author of Source 2 most agree with?
   (A) Self-determination
   (B) Dictatorship of the proletariat
   (C) Capitalism
   (D) Monarchy

32. Which of the following historical developments most directly led to the success of the movement discussed in both sources?
   (A) The Great Depression
   (B) The First Industrial Revolution
   (C) World War I
   (D) The Cold War

33. Which of the following inferences regarding the period 1750 c.e. to 1900 c.e. best explains Addams’ characterization of women’s roles as educators and protectors of factory children as described in Source 2?
   (A) Children in the nineteenth century sought motherly figures by nature to teach and guard them.
   (B) Governments designated roles of teachers and parental guardians only to women in the nineteenth century.
   (C) Women were integral to the movements to abolish child labor and promote universal basic education in the nineteenth century.
   (D) Men played no role in the advancement of children’s rights in the nineteenth century.
Questions 34–37 refer to the two sources below.

Source 1:

“There will be a good deal of snow this year and some rain. In the fall there will be such a rain as I have never given you before.

Grandfather [a universal title of reverence among Indians and here meaning the messiah] says, when your friends die you must not cry. You must not hurt anybody or do harm to anyone. You must not fight. Do right always. It will give you satisfaction in life…

Do not tell the white people about this, Jesus is now upon the earth. He appears like a cloud. The dead are still alive again. I do not know when they will be here; maybe this fall or in the spring. When the time comes there will be no more sickness and everyone will be young again.

Do not refuse to work for the whites and do not make any trouble with them until you leave them. When the earth shakes [at the coming of the new world] do not be afraid. It will not hurt you.

I want you to dance every six weeks. Make a feast at the dance and have food that everybody may eat. Then bathe in the water. That is all. You will receive good words again from me some time. Do not tell lies.”

Wovoka, creator of the “Ghost Dance” Movement of Native Americans, 1891

Source 2:

“The war had already reached Mngeta, which was near Merera. When the news was announced, Undole sent one of the elders to Mngeta to investigate. On arrival, the envoy luckily met the people who had brought the maji medicine. The natives of Mngeta had already taken the maji and wore small pieces of reed on their heads. They advised the visitor to take the maji as well. But the visitor wanted first to know what was the meaning of drinking the maji. They told him, ‘We drink this maji medicine so that European and local wars will not harm us. If by bad luck war comes, bullets and spears will not harm us. Bullets and spears will not penetrate our skins.”’

Blasius Undole, regarding the Maji-Maji Revolt in German East Africa, ca. 1905–1907

34. The position of Native Americans and Africans in both sources can be attributed to which of the following disadvantages?

(A) Superior European technology
(B) Superior European numbers
(C) Superior European forms of government
(D) Superior European knowledge of local terrain

35. The two sources invoke supernatural forms of resistance to Europeans on account of which of the following?

(A) The superior divine connection between the natives and their deities compared with that of the Europeans
(B) A feeling of helplessness on account of previous defeats
(C) Societies organized on pacifist principles
(D) Societies based on shamanist governance

36. The reference to “local wars” in Source 2 most likely refers to which of the following strategies of European colonizers in Africa between 1750 C.E. and 1900 C.E.?

(A) Instigating intertribal wars so that tribes would sell slaves to European merchants
(B) Making alliances with certain tribes in order to dominate other tribes
(C) Selling machine guns and other advanced weapons to certain tribes in order to form solitary states to negotiate with in place of multiple tribes
(D) Spreading Christianity to stoke religious wars across Africa

37. Which of the following anticolonial movements would employ strategies for coexistence with Europeans, espoused in Source 1?

(A) The Angolan independence movement
(B) The Vietnamese independence movement
(C) The Indian independence movement
(D) The Haitian independence movement

GO ON TO THE NEXT PAGE.
Questions 38–41 refer to the graph below.

38. Which of the following best explains the changes illustrated in the chart during the period 200 C.E. to 400 C.E.?
   (A) The foundation of the Aztec Empire in inner Mexico
   (B) The construction of urban centers on the Yucatan Peninsula
   (C) The mass migration of people from the Andes to the eastern coast of South America
   (D) The emergence of hunting and gathering among urban civilizations in Mesoamerica

39. Which of the following best explains the changes illustrated in the chart during the period 1500 C.E. to 1600 C.E.?
   (A) The spread of Eastern Hemisphere crops and livestock through the Columbian Exchange
   (B) The introduction of Christianity and other belief systems through the Columbian Exchange
   (C) The introduction of tobacco and maize through the Columbian Exchange
   (D) The spread of diseases such as smallpox through the Columbian Exchange

40. Which of the following best explains the changes illustrated in the chart during the period 1600 C.E. to 1800 C.E.?
   (A) The introduction of Chinese migrant laborers
   (B) The introduction of Enlightenment thought from Europe
   (C) The importation of laborers from Africa
   (D) The destruction of the Incan Empire by Spanish conquistadores

41. Which of the following best explains the changes illustrated in the chart after 1800 C.E.?
   (A) The migration of many displaced Europeans during industrialization
   (B) The migration of many displaced Europeans during the wars of the Protestant Reformation
   (C) The importation of African slaves by British merchants
   (D) The rapid industrialization of newly independent Latin American states

GO ON TO THE NEXT PAGE.
Questions 42–45 refer to the passage below.

“The Ethiopian government never expected other governments to shed their soldiers’ blood to defend the Covenant when
their own personal interests were not at stake. Ethiopian warriors asked only for means to defend themselves. On many occasions
I have asked for financial assistance for the purchase of arms. That assistance has been constantly refused me. What, then, in
practice, is the meaning of Article 16 and of collective security?

Apart from the Kingdom of the Lord there is not on this earth any nation that is superior to any other. Should it happen that a
strong government finds it may, with impunity, destroy a weak people, then the hour strikes for that weak people to appeal to the
League of Nations to give us its judgment in all freedom. God and history will remember your judgment…

Representatives of the world, I have come to discharge in your midst the most painful of the duties of the head of a state. What
reply shall I have to take back to my people?”

Haile Selassie, Emperor of Ethiopia, Speech to the League of Nations, June 30, 1936 C.E.

42. Which of the following historical developments most
directly caused this speech to the League of Nations?
(A) The Japanese invasion of Manchuria
(B) The German remilitarization of the Rhineland
(C) The Italian annexation of Albania
(D) The British conquest of Sudan

43. Selassie’s request for assistance is best understood in the
context of which of the following?
(A) Decolonization
(B) The Industrial Revolution
(C) The Scramble for Africa
(D) Fascist expansionism

44. Selassie’s request for assistance most directly reflects the
influence of which of the following?
(A) A belief in nationalism and the existence of nation-
states
(B) A belief in imperialism and the acquisition of
colonies
(C) A belief in socialism and the renunciation of war
(D) A belief in democracy and the will of the people

45. The lack of assistance alluded to in the speech
contributed directly to which of the following historical
developments?
(A) The successful industrialization of Africa
(B) The outbreak of war in Europe
(C) The withdrawal of Europe from African colonies
(D) The Cold War
Questions 46–49 refer to the passage below.

“Among the most useful things that this great province in these kingdoms has produced and among the most beneficial to the service of God and of Your Majesty, it has seemed worthy to me to praise the wit, curiosity, and great ability of my legitimate son, Don Felipe Guaman Poma de Ayala, who is the capac (which means prince), head governor, and lord of the Indians and other caciques and nobles, the administrator of all their common property, and the general deputy corregidor of your province of the Lucanas in the kingdom of Peru.

For the past twenty years or so, he has been writing the histories of our ancestors and grandparents, my forefathers, and the kings from before the Inca and after…based on reports and eyewitness testimony that he has taken from the four sectors of these kingdoms…

Beyond the service to Your Majesty that will result from publishing this history, it will be the first to celebrate and immortalize the memory and name of the former great lords who were our ancestors as their great deeds deserve.

In the hope that all this may be achieved, I humbly beseech Your Majesty be pleased to grant your favor to my son, Don Felipe de Ayala, and so help all my grandchildren by allowing his plans to move forward: this is what I hope to see. May Your Majesty, our lord, live and prosper for many happy years, and may you add many more kingdoms and dominions, as your most humble vassal desires.”


46. This letter is best understood in the context of which of the following?
   (A) The construction of European trading empires in East Asia
   (B) The expansion of European states into the New World
   (C) The integration of Africa into Atlantic trade networks
   (D) The expansion of Muslim Gunpowder Empires across Central Asia

47. Which of the following global processes best explains the list of titles of Don Felipe Guaman Poma de Ayala in the first paragraph?
   (A) Cultural assimilation
   (B) Centralization of political authority in states
   (C) Religious conversion
   (D) Social stratification

48. Which of the following historical developments best explains the reference to various kings in the second paragraph?
   (A) The Peruvian conquest of Mexico in the fourteenth century C.E.
   (B) The longevity of civilization in the Andes region
   (C) The Portuguese conquest of Brazil
   (D) The conversion of the nobility of the Andes to Christianity

49. Which of the following historical developments most undermines the hopes expressed for the advantage of the King in the fourth paragraph?
   (A) The expansion of European states into Asia
   (B) The union of Portugal and Spain under the Hapsburg Dynasty
   (C) The spread of Enlightenment philosophies into Latin America
   (D) The importation of New World silver into the European economy
Questions 50–52 refer to the passage below.

“When I compare the Difference between their Soldiers and ours, I stand amazed to think what will be the Event; for certainly their Soldiers must conquer, and ours must be vanquished; both cannot stand prosperously together: For on their side, there is a mighty, strong and wealthy Empire, great Armies, Experience in War, a veteran Soldiery, a long Series of Victories, Patience in Toil, Concord, Order, Discipline, Frugality, and Vigilance. On our side, there is public Want, private Luxury, Strength weakened, Minds Discouraged, an unaccustomedness to Labour or Arms, Soldiers refractory, Commanders covetous, a Contempt of Discipline, Licentiousness, Rashness, Drunkenness, Gluttony; and, what is worst of all, they are accustomed to conquer, we to be conquered. Can any Man doubt, in this case, what the Event will be? 'Tis only the Persian standing between us and Ruin. The Turks would fain be upon us, but only the Persian keeps him back; the Turk’s War with the Persian affords us only a Respite, not a Deliverance: when the Turk makes a Peace with the Persian, the Turk will bring all the Power of the East upon us, and how ready we are to receive him, I am afraid to speak.”

Ogier Ghiselin de Busbecq, Austrian Ambassador to the Court of Suleiman the Magnificent, *The Turkish Letters*, ca. 1581

50. Busbecq’s opinion of Western forces in the passage is most directly supported by which of the following historical events?
   (A) The wars of the Protestant Reformation
   (B) The *Reconquista* of Spain
   (C) The Dutch occupation of Indonesia
   (D) The wars of the French Revolution

51. Which of the following statements about the period 1450 C.E.–1750 C.E. is most directly supported by the passage?
   (A) The implementation of gunpowder-based weapons on a large scale allowed the creation and consolidation of large, powerful empires.
   (B) The religious divisions of Christianity allowed the expansion of the Ottoman Empire in Europe.
   (C) Professional armies were the hallmark of successful empires during the period.
   (D) Greater interconnectedness of the world fostered economic exchange and growth.

52. Which of the following historical events most directly supports Busbecq’s assessment of Persia in the passage?
   (A) Shah Ismail’s insistence upon the conversion of Christian minority populations of Persia to Shia Islam
   (B) Shah Abbas I’s alliance with the British East India Company
   (C) Portuguese and Spanish occupation of strategic ports in the Persian Gulf
   (D) Russian invasions of northern Persia in the early eighteenth century
Questions 53–55 refer to the image below.

Ming Dynasty paper currency issued during the reign of the Hongwu Emperor, ca. 1375 C.E.

53. Which of the following explains the significance of paper currency to pre-modern civilizations?
   (A) It served as an excellent store of value.
   (B) It allowed commercial exchanges to be made more rapidly.
   (C) It allowed governments to collect taxes much more easily.
   (D) It allowed peasants greater economic opportunity.

54. Which of the following best explains the harsh terms ascribed to counterfeiters on the currency note above?
   (A) The Ming government treated criminals of all crimes equally harshly.
   (B) The Ming government wanted to punish those who sympathized with the economic policies of the Yuan Dynasty.
   (C) The Ming government licensed specific private organizations to print paper currency.
   (D) The Ming government was concerned about the threat to the economy that a lack of confidence in paper issuances would provide.
55. Which of the following historical developments reduced the need for the Ming Dynasty to use paper currency such as the one in the image?

(A) The expansion of global trade routes connected China by sea to the Western Hemisphere.
(B) The conquest of Japan by the Ming gave China enough silver to run its internal economy.
(C) The expansion of the Grand Canal to more southerly regions of China allowed exploitation of further silver deposits.
(D) The voyages of Zheng He inspired regular commercial contact with East Africa and India.
1. Use the map below and your knowledge of world history to answer all parts of the question that follows.

Locations of Archaeological Finds of Byzantine Nomismata (Imperial Coins)
from the 10th Century C.E.

a) Identify and explain TWO factors in the period 600 C.E. to 1450 C.E. that account for the pattern of the nomismata finds on the map.

b) Identify and explain ONE reason that the nomismata finds declined after 1450 C.E.
2. Use your knowledge of world history to answer all parts of the question that follows.

Identify and explain THREE ways in which global economic integration increased between 1900 C.E. and the present. Use specific examples from one or more regions of the world.
3. Use the photograph below and your knowledge of world history to answer all parts of the question that follows.

[Photograph of the Court of the Lions, a portion of the Alhambra, a palace and fortress complex built in the mid-fourteenth century in Granada, Spain]

Photograph of the Court of the Lions, a portion of the Alhambra, a palace and fortress complex built in the mid-fourteenth century in Granada, Spain

a) Identify and explain ONE cultural factor that inspired the artistic style present on the architecture depicted in the photograph.

b) Identify and explain ONE way in which the architecture in the photograph mirrors other such architecture from different cultures in the period 600 to 1450 C.E.

c) Identify and explain ONE factor which caused the architecture or the artistic style depicted in the photograph to fall out of use in Spain in the period 1450 to 1750 C.E.
4. Use the two passages below and your knowledge of world history to answer all parts of the question that follows.

Source 1:

“The decline of the Ottoman Empire was inevitable. Such an expansive state, with a history of warfare on all its frontiers, made lifelong enemies of its most powerful neighbors. Its battles with the Habsburg Empire in Europe especially highlighted the existential struggle of Muslim vs. Christian, essentially a continuation of the centuries old crusades, demonstrated how the fortunes of the Ottoman state hinged on a single battle, for after the Ottoman defeat outside Vienna in 1683, the Ottomans would never regain their old vigor and would be pieced apart by their rivals over the succeeding centuries.”

Alice M. Munday, *1683: The Destiny of Empires*, 1967

Source 2:

“Some scholars believe that the Ottoman state was destroyed from the outside as greedy enemies parceled out significant chunks of the empire until there was nothing left but its Anatolian heartland. But this view is being convincingly challenged by scholars of late who place the decline of the Ottomans more squarely on internal division and stagnation than on external threats since, even after the Ottoman defeat at Vienna in 1683, the Ottoman Empire still controlled vast regions and commanded awesome resources, both of which could have been levied more effectively to prevent any further dismemberment of the empire.”

Dr. Solomon Banks, *The “Inevitable” Force of History: Rethinking Ottoman Decline*, 1993

a) Identify and explain ONE piece of historical evidence that would support Munday’s interpretation about the reasons for Ottoman decline.

b) Identify and explain ONE piece of historical evidence that would support Banks’ interpretation about the reasons for Ottoman decline.

c) From the two interpretations above, select the one that, in your opinion, better accounts for the reason for Ottoman decline. Briefly explain your choice using additional evidence beyond that used to answer (a) or (b).
DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

**Instructions**

The questions for Section II are printed in the Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2 and 3.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to Question 2 or 3 if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

**After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2 or 3. For example, if you answered Question 2, apply the label 2. Failure to do so may delay your score.**
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WORLD HISTORY

SECTION II

Total Time—1 hour, 30 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 55 minutes

It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying Documents 1–7. The documents have been edited for the purpose of this exercise.

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.

• Argument Development: Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

• Use of the Documents: Utilize the content of at least six of the documents to support the thesis or a relevant argument.

• Sourcing the Documents: Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four of the documents.

• Contextualization: Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

• Outside Evidence: Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the 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.
  – 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).
Question 1: Using the documents and your knowledge of world history, explain how Rome’s relationship with foreign peoples, or barbarians, changed over time between 753 B.C.E. and 476 C.E.

Document 1

Source: Livy, History of Rome, excerpt regarding the Gallic defeat of Roman forces at the Battle of the Alia and their invasion of the city of Rome in 510 B.C.E.

Meantime the Gauls learnt that their embassy had been treated with contempt, and that honours had actually been conferred upon men who had violated the law of nations. Burning with rage—as a nation they cannot control their passions—they seized their standards and hurriedly set out on their march. At the sound of their tumult as they swept by, the affrighted cities flew to arms and the country folk took to flight. Horses and men, spread far and wide, covered an immense tract of country; wherever they went they made it understood by loud shouts that they were going to Rome. But though they were preceded by rumours and by messages from Clusium, and then from one town after another, it was the swiftness of their approach that created most alarm in Rome. An army hastily raised by a levy en masse marched out to meet them. The two forces met hardly eleven miles from Rome, at a spot where the Alia, flowing in a very deep channel from the Crustuminian mountains, joins the river Tiber a little below the road to Crustumerium.

Document 2

Source: Appian, The Wars in Iberia, excerpt regarding the Lusitanian War in Spain in 150 B.C.E.

Galba did the same on the other side. When some of their ambassadors came to him desiring to renew the treaty made with Atilius, his predecessor in the command, though they had transgressed this treaty, he received them favorably, and made a truce and pretended to sympathize with them because they had been compelled by poverty to rob, make war, and break their engagements. “For, of course,” said he, “poorness of soil and penury forced you to do these things. If you wish to be friendly, I will give you good land for your poor people and settle them in three divisions, in a fertile country.”

Beguiled by these promises they left their own habitations and came together at the place where Galba directed. He divided them into three parts, and showing to each division a certain plain, he commanded them to remain in this open country until he should assign them their places.

Then he came to the first division and told them as friends to lay down their arms. When they had done so he surrounded them with a ditch and sent in soldiers with swords who slew them all, they, meanwhile, crying aloud and invoking the names and faith of the gods. In like manner he hastened to the second and third divisions and destroyed them while they were still ignorant of the fate of the first. Thus he avenged treachery with treachery in a manner unworthy of a Roman, but imitating barbarians.
Document 3

Source: Relief from Trajan’s column, Roman soldiers defeating Dacian barbarians, ca. 107–113 C.E.

Document 4

Source: Tabula Banasitana, ca. 168 C.E.

Copy of the letter of our Emperors Marcus Aurelius and Verus...to Coiiedius Maximus [the Roman governor of what is modern day Morocco]. We have read the petition of Julianus the Zegrensian attached to your letter, and although it is not usual to give Roman citizenship to men of that tribe except when very great services prompt the emperor to show this kindness, nevertheless since you assert that he is one of the leading men of his people and is very loyal in his readiness to be of help to our affairs, and since we think that there are not many families among the Zegrenses [a tribe in Roman Morocco] who can make equal boasts about their services—whereas we wish that very may by impelled to emulate Julianus because of the honor conferred by us upon his house—we do not hesitate to grant Roman citizenship, without impairment of the law of the tribe, to himself, his wife Zidina, likewise to their children Julianus, Maximus, Maximinus, Diogenianus.
Document 5

Source: The Shapur inscription on the Ka’ba-I Zardust at Naqsh-e Rustam, ca. 260–272 C.E.

When at first we had become established in the empire, Gordian Caesar raised in all of the Roman Empire a force from the Goth and German realms and marched on Babylonia [Assyria] (Asuristan) against the Empire of Iran and against us. On the border of Babylonia at Misikhe, a great ‘frontal’ battle occurred. Gordian Caesar was killed and the Roman force was destroyed. And the Romans made Philip Caesar. Then Philip Caesar came to us for terms, and to ransom their lives, gave us 500,000 denars, and became tributary to us. And for this reason we have renamed Misikhe Peroz-Shapur.

Document 6

Source: Ammianus Marcellinus, an excerpt of his histories in which he discusses the settlement of the Goths in Roman territory in 376 C.E.

Therefore, under the lead of Alavivus, they took possession of the banks of the Danube, and sending envoys to Valens, with humble entreaty begged to be received, promising that they would not only lead a peaceful life but would also furnish auxiliaries, if circumstances required. While this was happening in foreign parts, terrifying rumours spread abroad that the peoples of the north were stirring up new and uncommonly great commotions: that throughout the entire region which extends from the Marcomanni and the Quadi to the Pontus, a savage horde of unknown peoples, driven from their abodes by sudden violence, were roving about the river Hister in scattered bands with their families...and experienced flatterers immoderately praised the good fortune of the prince, which unexpectedly brought him so many young recruits from the ends of the earth, that by the union of his own and foreign forces he would have an invincible army; also that instead of the levy of soldiers which was contributed annually by each province, there would accrue to the treasuries a vast amount of gold.

Document 7

Source: Jordanes’ Origins and Deeds of the Goths, excerpt regarding the Battle of Chalons, in which the Romans and a significant barbarian contingent of troops defended Gaul from the Huns in 451 C.E.

Then the Emperor Valentinian sent an embassy to the Visigoths and their king Theodorid, with this message: “Bravest of nations, it is the part of prudence for us to unite against the lord of the earth who wishes to enslave the whole world; who requires no just cause for battle, but supposes whatever he does is right. He measures his ambition by his might. License satisfies his pride. Despising law and right, he shows himself an enemy to Nature herself. And thus he, who clearly is the common foe of each, deserves the hatred of all. Pray remember—what you surely cannot forget—that the Huns do not overthrow nations by means of war, where there is an equal chance, but assail them by treachery, which is a greater cause for anxiety. To say nothing about ourselves, can you suffer such insolence to go unpunished? Since you are mighty in arms, give heed to your own danger and join hands with us in common. Bear aid also to the Empire, of which you hold a part. If you would learn how needful such an alliance is for us, look into the plans of the foe.”

By these and like arguments the ambassadors of Valentinian prevailed upon King Theodorid. He answered them, saying “Romans, you have attained your desire; you have made Attila our foe also. We will pursue him wherever he summons us, and though he is puffed up by his victories over diverse races, yet the Goths know how to fight this haughty foe. I call no war dangerous save one whose cause is weak; for he fears no ill on whom Majesty has smiled.”

END OF PART A
WORLD HISTORY

Question 2 or Question 3

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

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 the historical thinking skill of comparison.

• **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.
  – 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).

**Question 2:** Compare and contrast the administration of the British Empire between 1450 C.E. and 1750 C.E. to that of the Mughal Empire between 1520 C.E. and 1750 C.E. In the development of your argument, explain what was similar between the two systems of imperial governance and what was different.

**Question 3:** Compare and contrast the reactions of China and Japan to contact with the west in the period between 1750 C.E. to 1900 C.E. In the development of your argument, explain what was similar between the two reactions to contact with the west and what was different.

END OF EXAMINATION