1) Based on the stimulus, the structure above was an example of which of the following:
   A. Pyramid
   B. A domain for the rich and poor to communicate with each other about the going ons of the community
   C. Place of worship and communication
   D. A palace meant to grow more crops

2) Based on your knowledge of world history, the structure above most clearly reflects which of the following developments of the time period?
   A. The development of communities and complex structures
   B. Irrigation ways and agriculture
   C. The development of unique deities worshipped in each region
   D. All of the above

3) Which of the following developments was most important in creating the conditions illustrated in the above document?
   A. The development of a caste
   B. The development of diverse skill sets, such as artisans, within each social tier
   C. The collecting of raw materials to develop the structure
   D. The gathering of more people to form a community for the work necessary
Marriage precedes all other duties of life. The different kinds of marriage are:
the giving in marriage of a bride well-adorned [with a dowry] . . .
the giving in marriage of a bride [in exchange] for a couple of cows
the giving in marriage of a bride to a priest
the voluntary union of a maiden and her lover
the giving in marriage of a bride after receiving plenty of wealth from the groom’s family
the abduction of a bride by a suitor
Of these, the first three are ancestral customs of old and are valid on their being approved
of by the father [of the bride]. The rest are to be sanctioned by both the father and the mother. . . . Any kind of marriage [that meets the above conditions] is approvable. . . .
Sons begotten by men of higher caste and women of lower caste are called anuloma and are considered to be of mixed caste.
Sons begotten by men of lower caste and women of higher caste are called pratiloma and originate on account of kings violating all norms of proper behavior.”

Arthashastra, a legal and political treatise produced for Chandragupta, a Hindu ruler of the Mauryan dynasty in India, circa 300 b.c.e.

4) A historian researching women in Hindu culture between 600 BCE - 600 CE would most likely find the document useful for proving which of the following?
   A. Dowry was most important when choosing a wife
   B. Patriarchy in Hindu caste held even women of a high status below men in marriage
   C. The father’s approval trumped the mother’s
   D. None of the above

5) Which of the following conclusions is supported by the data in the document?
   A. The marriage of a woman in any caste called for an exchange wealth of some kind to the bride or groom’s family
   B. More couples favored living monastic lives
   C. Mixed caste relationships were looked down upon
   D. None of the above

6) The stimulus is most clearly an example of which of the following?
   A. Duties of a bride in Hindu India
   B. Patriarchy in the caste system affecting marriage
   C. The value of a dowry in a marriage
   D. None of the above
### 600 CE - 1450

**TABLE 1: ORIGIN OF THE COINS IN A CACHE FROM CIRCA 750 c.e., FOUND NEAR XI’AN, CENTRAL CHINA**

<table>
<thead>
<tr>
<th>Origin of the coins</th>
<th>Date of the coins</th>
<th>Number of coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese: pre-dating the Tang dynasty</td>
<td>circa 500 b.c.e.-550 c.e.</td>
<td>19</td>
</tr>
<tr>
<td>Chinese: Early Tang dynasty</td>
<td>circa 600-750 c.e.</td>
<td>451</td>
</tr>
<tr>
<td>Non-Chinese: Sassanian dynasty, Persia</td>
<td>circa 600 c.e.</td>
<td>1</td>
</tr>
<tr>
<td>Non-Chinese: Byzantine Empire</td>
<td>circa 600 c.e.</td>
<td>1</td>
</tr>
<tr>
<td>Non-Chinese: city of Turfan, Central Asia</td>
<td>circa 650 c.e.</td>
<td>1</td>
</tr>
<tr>
<td>Non-Chinese: Japan, Nara period</td>
<td>circa 710 c.e.</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>478</strong></td>
</tr>
</tbody>
</table>

**TABLE 2: ORIGINS OF THE COINS IN A VIKING CACHE FROM CIRCA 900 c.e., FOUND IN NORTHWESTERN ENGLAND**

<table>
<thead>
<tr>
<th>Origin of the Coins</th>
<th>Number of Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Viking kingdoms in northern England</td>
<td>approximately 5,000</td>
</tr>
<tr>
<td>English: Anglo-Saxon kingdoms in southern England</td>
<td>approximately 1,000</td>
</tr>
<tr>
<td>Non-English: Carolingian Frankish Empire</td>
<td>approximately 1,000</td>
</tr>
<tr>
<td>Non-English: Viking states in Scandinavia</td>
<td>approximately 50</td>
</tr>
<tr>
<td>Non-English: Abbasid Caliphate</td>
<td>approximately 50</td>
</tr>
<tr>
<td>Non-English: Papacy and Northern Italian states</td>
<td>approximately 20</td>
</tr>
<tr>
<td>Non-English: Byzantine Empire</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>approximately 7,200</strong></td>
</tr>
</tbody>
</table>

7) Taken together, the sources best illustrate which of the following aspects of the trading that took place in Eurasia?

A. The coins show the amount of trade done with each area in either China or England  
B. Both areas had highly diversity exchanges with nearby territories  
C. The Byzantine empire was the least involved in trades with either group  
D. None of the above
8) Based on your knowledge of history, which of the following contributed LEAST to the diversity of the coins found in table one?
   A. Natural barriers in both regions making access to other areas difficult
   B. The silk route
   C. China’s belief that merchants didn’t have any regard family
   D. None of the above

9) Which of the following conclusions about the period is most directly supported by your knowledge of history and the above document?
   A. China’s expansion during the tang made trading farther away easier
   B. Vikings went through a variety of settlements within different regions
   C. A and B
   D. The Byzantine empire wasn’t traded with as much as other territories

1450 - 1750

10) The following is best understood in the context of:
   A. Zheng He’s junk ship
   B. Columbus’s expedition to the new world
   C. Transatlantic trade
   D. Chattel Slavery

11) Demand for hard laborers for free drove which of the following?
   A. Columbus’s trip to search for a new route to India
   B. Africans trading their kin in the trade
   C. The creation of triangle trade
   D. All of the above

12) The source best illustrates which of the following aspects of the transatlantic slave trade?
   A. The cruelty shown to the slaves shoved into the ship
   B. An average amount of africans transported at any given time
   C. Demand for slaves led to mass gathering of them to be shipped across the Atlantic
   D. None of the above
13) Based on your knowledge of history, what was the order of the Atlantic revolution?
   C. American Rev. -> French Rev. -> Spanish Rev. -> Haitian Rev.

14) Present day historians would most likely agree with which of the following interpretations of the map?
   A. It shows the motherland of colonies from Europe
   B. Shows the new countries that developed in Europe after the revolutions
   C. Shows how a growing sense of nationalism led to the development of new countries
   D. None of the above

15) Which of the following best explains the motivation behind the reshaping of this map of Europe ca. 1880?
   A. Nationalism
   B. Imperialism
   C. Atlantic Revolutions
   D. All of the above
1900 - Present

"First, solidarity. Labor must think in terms of the whole world. . . . Should one nation acquire freedom, the rich of another nation will crush it. . . . For moral and practical reasons the labor movement must be universal.

Second, a complete ideal. We want not only economic emancipation, but moral and intellectual emancipation as well. . . . No man will lay down his life for a partial ideal.

Third, good workers and leaders. The rich and respectable cannot lead us. . . . We will have two kinds of leaders. First, the ascetics who have renounced riches and respectability for the love of the working man . . . These will be difficult to find, for such renunciations are scarce and such intellects are few. Secondly, we must have the sons of toil themselves, who must take up their own cross and lead their brothers on.

Fourth, cooperation between the labor movement and the women's movement. The workers and women are two enslaved classes and must fight their battles together.

Fifth, constructive educational system. We want central labor colleges where our young men can be taught, not by money, but by men. . . .

Sixth, a feeling of actual brotherhood. The poor must love the poor. The shame of labor is that the poor must accept charity from the rich. We are not so poor but we can care for our own poor. . . . We must stand together."

Har Dayal, South Asian political activist, speech to the Industrial Workers of the World (IWW) meeting, Oakland, California, 1912

16) The tone of the activist's speech best reflects which of the following developments?
   A. The difference in opinion over the capitalist ideology
   B. The separation of the upper and middle class
   C. The discord in ethnic and poor communities
   D. The movement of foreign ideals in the working class

17) The views in this document are best seen as evidence of which of the following?
   A. Proof of the division among women and men in the working class
   B. Workers advocating for changes in the capitalist society
   C. Workers discriminated against each other over skilled and unskilled positions
   D. College was only for the upper class because of the fees

18) Which of the following best explains the motivation behind the activist speech?
   A. To get free college for the workers
   B. To support the women and workers movement
   C. The belief that a united front of educated people could make change
   D. The idea that the working class needs to be united
Answer Sheet

1. C) - Ziggurats were used as places of worship and since many people would gather there it became a hub for communicating with others.

2. A) - Structures like the one in the picture could only exist with specialisation of labor found in early communities.

3. B) - Diverse and specialized skill sets in early communities were what led to the complex structures being built.

4. B) - All the types of marriage types listed in the document showed some level of subservience of the woman to the man or the will of the father.

5. A) - The dowry of a women was their exchange to be married or their marriage settlement and the document viewed a few versions of the exchange of wealth.

6. B) - The passage showed the will of the father over the mother and the groom's family's importance over the wife's, showing the levels of patriarchy in marriage.

7. B) - Both tables showed a variety of regions' coins far away from their respective homelands which can lead to the conclusion of diverse exchanges in both regions.

8. C) - China's belief about family structures has little to do with the communications they have with other regions.

9. A) - The tang dynasty of china had a great expanse in territory and the document can be used as evidence to support the expanse helped exchanges farther away.

10. D) - The most specific option is chattel slavery due to the boat being used for such trades.

11. B) - Local collaborators/traders in Africa led to the selling of many slaves for the profit that came from the demand in western countries.

12. C) - The ship can't specifically show cruelty just from the picture but you can get an idea of size and how many people were forced into the ship due to the demand.

13. B) - America inspired the French, France sneezed so Haiti +Europe caught a cold and thus spread to Latin America from there.

14. C) - Nationalism in colonies and other countries is what led to a revolution for what the people believed to be the heart of their country.

15. A) - Nationalism is what started the revolutions which led to the creation and separation of countries in Europe.

16. A) - The activist refers to capitalist traits like workers being under the rich who run the industry privately or otherwise.

17. B) - The author is dismissing capitalist traits and asking for reforms in education and the ethic of the workers.

18. C) - The author seemed motivated to create a workforce with educated people and unite them together in a union to protect other workers and advocate for change.