

**WORLD HISTORY: MODERN
SECTION I, Part A**

**Time—55 minutes
55 Questions**

Directions: Each of the questions or incomplete statements is followed by four suggested answers or completions. Select the one that is best in each case and then enter the letter in the corresponding space on the answer sheet.

Source materials have been edited for the purpose of this exercise.

Questions 1 - 3 use the passage below

Topic 1.1 Developments in East Asia

Excerpt from *Memorial on the Crop Loans Measure*
By Wang Anshi - Chief Councilor to the Shengzong Emperor 1068 CE

“...We propose to follow the example set by the crop loan system of Shaanxi province. Farmers desirous of borrowing money before the harvest should be granted loans, to be repaid at the same time as they pay their tax.... We propose to survey the situation in regard to surpluses and shortages in each circuit as a whole, to sell when grain is dear and buy when it is cheap, in order to increase the accumulation in government storage and to stabilize prices of commodities. This will make it possible for the farmers to go ahead with their work at the proper season, while the monopolists will no longer be able to take advantage of their temporary stringency. All this is proposed in the interests of the people, and the government derives no advantage therefrom.”

SOURCE: *Sources of Chinese Tradition*, compiled by Wm. Theodore de Bary and Irene Bloom, 2nd ed., vol. 1 (New York: Columbia University Press, 1999), 617-618.

1. The views expressed in the passage support which of the following Confucian ideologies?

- A. A government serves its people best when practices deficit spending.
- B. Monopolists are needed to assist in stabilizing commodity pricing.
- C. Managing food supplies should be left up to the farmers in China.
- D. People can look to their government to provide stability and mutual respect.

2. Which Song Dynasty agricultural or manufacturing innovation is most similar to 18th century Britain?

- A. Establishing colonies in other regions and then exploiting its natural resources.
- B. The development of mass production machinery in a factory system.
- C. The use of coal to create a high heat, stable fuel source for the iron industry.
- D. Establishing large trade networks in order to import food for its citizens.

3. Based on the intended purpose of the Crop Loans Measure by Wang Anshi in the passage above, the Chinese people could expect the government to

- A. loan money to farmers when they need it without having to pay it back.
- B. develop and manage a long term sustainable food supply system.
- C. buy all the grain the farmers produce so the grain can be exported.
- D. make sure that the farmers pay their fair share of taxes.

Questions 4 - 6 use the two images below

Topic 1.6 Developments in Europe 1200 - 1450 CE

Source A **Feudalism**

Source B **Manorialism**



SOURCE: A 13th century CE illustration showing a medieval siege in France. From the Maciejowski Bible, c. 1240 CE. (Pierpont Morgan Library) Public Domain, Website: <https://www.ancient.eu/article/1230/siege-warfare-in-medieval-europe/>, 02/04/2020.



SOURCE: A 13th Century farming scene: *Le Régime des princes*, 1279 Gilles de Rome (1279) The Granger Collection, New York. Website: <https://commons.wikimedia.org/wiki/File:Medieval-farming.jpg> 02/16/20

4. A historian might best use Source A to create an argument that

- A. provides an example of the violent nature of the medieval period.
- B. explains the architecture commonly found in many areas in Europe.
- C. shows the best methods for attacking and protecting castles.
- D. shows the consequences of political fragmentation in Europe.

5. Source B best illustrates the social hierarchy in Europe between 1200 and 1700?

- A. Peasants working in the fields had access to newer technologies due to the Crusades.
- B. Peasants lived in small cottages while the landholders were able to live in castles.
- C. Free and coerced peasant labor was used to sustain the largely agricultural societies.
- D. Women were excluded from working in the fields because it was too strenuous .

6. Which of the following would most connect Source A and Source B in the feudal system?

- A. Decentralization of power caused lords to rely on knights to protect their lands and peasants.
- B. Due to fear of barbarians, many peasants bought armor and attacked neighboring rulers.
- C. Knights were keenly aware that if they were on the losing side in battle, they would have to become a peasant farmer.
- D. The disintegration of the Roman Empire left a legacy of competition for natural resources for industry.

Questions 7 thru 10 use the passage below

T 1.2 - Dar al Islam

“Many of the Islamic libraries included not (just) halls for reading and book storing, but they also contained rooms for meetings and other rooms for discussions and debating that were (a) help sometimes between different libraries and different scholars which implies the competition among libraries for scientific achievements, reputation and glory of the library itself. The Muslim libraries have played a major role in translating and transmitting works of Greek, Persian, Indian and Assyrian physicians and philosophers, works that later became the basic textbooks in European schools of Bologna, Naples and Paris. It is likely that without the Muslim libraries, modern Europe’s scientific and intellectual progress would have been remarkably inhibited.”

SOURCE: Adel Abdul-Aziz Algeriani, Mawloud Mohadi, “*The House of Wisdom (Bayt al-Hikmah) and Its Civilizational Impact on Islamic libraries: A Historical Perspective*”, Mediterranean Journal of Social Sciences, (Vol 8 No 5, Sept. 2017)

- 7. Referring to the passage above, one result from libraries in Muslim controlled regions between 1200 and 1450 was**
- A. the Catholic Church in Europe hardened its rejection of science as it diminished God’s power.
 - B. Islamic societies encouraged intellectual innovations that transferred to Europe after the Crusades .
 - C. European scholars used the Bible to prove that many of the Islamic works were incorrect.
 - D. caliphs shut down the House of Baghdad because the ideas were stirring up too much trouble.
- 8. Which of the following best reflects causes for the expansion of Islam throughout Afro-Eurasia before 1450?**
- A. The spread of Islam, since its beginnings, resulted from merchant and missionary activities.
 - B. The spread of Islam was the result of conversions caused by disillusionment with Christian Crusaders.
 - C. The spread of Islam was aided by the frequent collapse of other non-Muslim political states across the region.
 - D. The spread of Islam benefitted from large scale conversions of Europeans between 1200 and 1450.
- 9. A historian studying cultural effects that resulted from the networks of exchange across Afro-Eurasia before 1450 might study**
- A. Impacts related to the Columbian Exchange
 - B. Journals of Vasco de Gama’s voyages to India
 - C. Impacts related to the Triangular Trade
 - D. Journals of travelers like Marco Polo and Ibn Batutta

10. Which of the following cross-cultural interactions is most connected to the rivalries between the Ottoman, Safavid, and Mughal empires?

- A. The spread of technological advances such as gunpowder.
- B. The spread of the innovation of paper money.
- C. The spread of technology designed to beat the monsoon wind patterns.
- D. The spread of the silk and porcelain trade became very competitive.

Questions 11 thru 14 use the two sources below

Source A

Excerpt from *Characteristics Of Traders* by Ibn Khaldun - 14th century Muslim Historian

“Characteristics of Traders Commerce, as we have said before, is the increasing of capital by buying goods and attempting to sell them at a price higher than their cost. This is done either by waiting for a rise in the market price; or by transporting the goods to another place where they are more keenly demanded and therefore fetch a higher price; or, lastly, by selling them on a long-term credit basis. Commercial profit is small, relatively to the capital invested, but if the capital is large, even a low rate of profit will produce a large total gain.

Consider, as an example, the lands of the East, Such as Egypt, Syria, Persia, India, or China; or the lands lying north of the Mediterranean, Because social life is flourishing there, notice how wealth has increased, the state has grown stronger, towns have multiplied, trade has prospered, conditions have improved.

As for Trade, although it be a natural means of livelihood, yet most of the methods it employs are tricks aimed at making a profit by securing the difference between the buying and selling prices, and by appropriating the surplus, This is why Canon Law allows the use of such methods, which, although they come under the heading of gambling, yet do not constitute the taking without return of other people's goods.”

SOURCE: Charles Issawi, ed. And trans. *An Arab Philosophy of History: Selections from the Prolegomena of Ibn Khaldun* (London: John Murray, 1950), 68070, 78, 80, 81. ©1987 by The Darwin Press, Inc.

Source B

Excerpt from *The Book of Ser Marco Polo* - Traveller and Guest of Kublai Khan

...all merchants arriving from India or other countries, and bringing with them gold or silver or gems and pearls are prohibited from selling to anyone but the Emperor. He has twelve experts chosen for this business, men of shrewdness and experience in such affairs; these appraise the articles, and the Emperor then pays a liberal price for them in those pieces of paper. The merchants accept his price readily, for in the first place they would not get so good a one from anybody else, and secondly they are paid without any delay. And with this paper-money they can buy what they like anywhere over the Empire, whilst it is also vastly lighter to carry about on their journeys...

Moreover, several times in the year proclamation is made through the city that anyone who may have gold or silver or gems or pearls, by taking them to the Mint shall get a handsome price for them. And the owners are glad to do this, because they would find no other purchaser give so large a price. Thus the quantity they bring in is marvellous, though these who do not choose to do so may let it alone. Still, in this way, nearly all the valuables in the country come into the Kaan's possession.

SOURCE: Marco Polo, *The Book of Ser Marco Polo: The Venetian Concerning Kingdom and Marvels of the East*, Volume 1, translated and edited by Colonel Sir Henry Yule (London: John Murray, 1903)

11. What could a historian BEST understand about the Islamic view on merchants by reading Source A?

- A. Islam teaches that merchants make profits using tricks and should not be trusted.
- B. Islam views the merchant and consumer relationship to be reciprocal and necessary.
- C. Because of its evil nature, merchants should not be a part of the process in building strong states.
- D. Ibn Khaldun condemns other regions of the world for promoting trade and wants the Islamic controlled regions to do the same thing.

- 12. Which of the following is the BEST interpretation of effects of trade derived from the writings of Marco Polo in Source B?**
- A. Polo believes that Kublai Khan hordes the wealth of China for himself.
 - B. Polo believes that the methods used by Kublai Khan support economic growth.
 - C. Polo believes that government control of trade is bad for the merchant class.
 - D. Polo believes that use of paper money makes trade difficult throughout China.
- 13. What is the difference between the points of view expressed in Source A and Source B?**
- A. Polo's position is that the methods used to gain merchant profits are positive for China while Khaldun's position is that the methods used to gain profits are negative but tolerated.
 - B. Khaldun claims merchants are dishonest people while Polo believes merchants are greedy and not good for China.
 - C. Khaldun believes that Canon Law discourages trade while Polo claims that Kublai Khan's advisors are economically smart.
 - D. Polo claims that Kublai Khan's government smartly controls trade and Khaldun believes that trade does not benefit societies.
- 14. Based on the historical context in Source B about Kublai Khan and the Yuan Dynasty, which statement best describes the Mongol view on trade?**
- A. By inventing paper money, the Mongols created the ability of merchants to carry more trade goods.
 - B. The economic policies of the Yuan Dynasty were less effective than what the Mongols enacted in other regions.
 - C. Due to their overly restrictive trade policies, the Mongols had little effect on the growth of trade across Afro-Eurasia.
 - D. After centuries of disorder that negatively impacted trade, the Mongols secured the routes and reinvigorated the system.

Questions 15 thru 17 uses the passage below

Topic 4.4 & 4.5 Maritime Empires Established

“The Asante Empire flourished for generations as its economy was driven by strong trade assets, emerging trade routes, and cloistered off from foreign hostilities by protective buffer zones around the capital of Kumase. The Asante Empire expanded over smaller neighbors in Ghana and absorbed them into their state...

In 1471 the Portuguese people sailed down to the West African region of Ghana. The Portuguese exported so much gold from the Asante Empire that the region quickly became known as the Gold Coast. During the next few centuries the Asante were able to effectively manipulate the Portuguese traders by denying them access to the interior of Ghana. This forced the majority of the trade relations which the Portuguese conducted to go through the Asante as the middlemen in the transactions. This action by the Asante king allowed the Empire to maintain their control in the region. In 1642, the Portuguese trading post was captured by the Dutch and by the early 1700’s the largest trade commodity in West Africa had shifted from gold to slaves.”

SOURCE: Ellis, A.B. *A History of the Gold Coast of West Africa*. (New York; Negro University Press, 1969) Pg. 125.

15. According to the passage, the relationship between the Asante Empire and the Portuguese can best be described as
- A. unfair as the Asante Empire was clearly able to take advantage of the Portuguese.
 - B. proof that Portuguese had to use military power in order to gain an advantage in trade.
 - C. the Asante empire preferred trading with the Dutch and helped push out the Portuguese.
 - D. the Asante king used trade with the Portuguese to increase his power and influence.
16. A historian might use this passage to support an argument that showed
- A. the Asante Empire was initially weak and depended on trade with the Portuguese to flourish.
 - B. the Portuguese were initially weak and depended on the trade with the Asante to flourish.
 - C. the trade with Africa had a strong relationship to the discovery of the Americas.
 - D. the Europeans were afraid of entering the interior of Africa and chose the Americas instead.
17. Which of the following BEST describes one long term consequence of trade between Europeans and African Empires?
- A. The African empires began a steady decline of power and influence as European empires power and influence rose.
 - B. The African Empires were unable to effectively manage their wealth and weakened due to corruption.
 - C. Due to European trade for weapons, African Empires began to fight one another and a civil war erupted.
 - D. By the early 1700s, European Empires no longer needed Africa for trade and chose to go elsewhere.

Questions 18 - 20 use the passage below

3.2 Empires: Administration

Devshirme

“Began in the late 14th century. Christian boys were recruited by force to serve the Ottoman government as janissaries. The boys were generally taken from the Balkan provinces, converted to Islam, and then passed through a series of examinations to determine their intelligence and capabilities. In special palace schools, they learned Arabic, Persian, Turkish, math, calligraphy, Islam, horsemanship, and/or weaponry. Working in the sultan's personal services was also part of the overall education... At the conclusion of each stage of the boys' training, the boys passed through a selection and promotion process.

The academic education at the palace schools was one of the finest in the Islamic world and among its aims was to produce obedience, as well as high morals. Because of their loyalty to the state, the boys would become guards, gatekeepers, scribes, pages, governors, soldiers, or prime ministers, depending on their merit and seniority. Although the boys were essentially transformed into slaves of the state, most considered it an honor as it led to a highly privileged position in Ottoman administration. This system lasted through the 16th century. There is some evidence that some non-Muslims voluntarily put forth their children to be admitted into this system because of the opportunities it provided the families.”

SOURCE: "Devshirme System [Gravure]," in Children and Youth in History, Item #464, <http://chnm.gmu.edu/cyh/items/show/464> (accessed February 16, 2020).

18. Based on the intended purpose of the devshirme in the Ottoman Empire, it is most likely that the passage reflects
- A. Ottoman recruitment and training of military professionals to maintain centralized control.
 - B. the desire of the sultan to include Christians from the Balkan region in the government.
 - C. the importance of sending all young males to schools within Muslim societies.
 - D. A need for the Ottoman Empire to promote and justify slavery across the empire.
19. In addition to supporting systems to create order such as the devshirme, it was common for rulers between 1450 and 1750 to increase power and expand their empires by
- A. encouraging social mobility by appealing to the peasant and serf classes to prevent rebellions.
 - B. building large, elaborate palaces with lots of servants in order to impress other regions to unite with them under one ruler.
 - C. developing highly industrialized urban centers in order to mass produce goods that can then be traded.
 - D. establishing innovative revenue generating plans such as tribute collection or tax farming to fill treasuries.

20. As described in the second paragraph, benefits of the devshirme that are similar to developments made in 13th century Song China include
- A. the forced removal of peasants from agricultural areas and bringing them to urban centers.
 - B. Investing heavily in the military and drafting large numbers of peasants into the army.
 - C. the use of a cultural belief system to maintain an imperial bureaucracy of educated individuals.
 - D. the government encouraging the Chinese people to convert to Islam.

Questions 21 thru 24 use the chart below

T 4.5 Maritime Empires Maintained and Developed

Parameter	Dutch East India Company (VOC)	British East India Company (BEIC)
Major Bases in Asia	Indonesia (Batavia, Bantam) India (Cochin, Pulicat), Sri Lanka (Colombo, Galle)	India (Calcutta, Madras and Bombay)
Items of Trade	Primarily spices such as black pepper (about 60% of all goods traded)	Spices, raw silk, cotton, indigo, saltpetre, coffee, tea
Strategic orientation	Single-minded commercial aggression against local rulers. “We cannot carry on trade without war, nor war without trade” - Jan Pieterszoon Coen, founder of Batavia as VOC’s capital in a letter to his bosses (1619) ¹	Diplomatic and peaceful co-existence with local rulers. “Let this be received as a rule - if you seek profit, seek it at sea, and in quiet trade; for without controversy, it is an error to affect garrisons and land wars in India” - Sir Thomas Rue, English Ambassador to India in a letter to the English EIC (1680) ²
Regulations regarding private trade	Company employees were not allowed to engage in private trade	Company employees were allowed to engage in private trade

SOURCE: Douglas A Irwin, *Mercantilism as a Strategic Trade Policy*, The Journal of Political Economy, Vol 99 No 6, (The University of Chicago Press) Dec 1991. Pp. 1296-1314.

¹ The Political Economy of Merchant Empires. James D. Tracy (1997). Pg. 179-180.

² A Collection of Voyages and Travels. John Churchill (1704). Pg. 807

21. An economist using this chart as research for strategies used to consolidate a ruler’s power in Europe from 1450 to 1750 would most likely study
- the use of joint-stock companies as a way to finance exploration and increase global trade.
 - the kinds of spices and tradable commodities that were available at the major bases in Asia.
 - the impact of allowing or not allowing company employees to engage in private trade.
 - The reactions of merchant populations to the aggressive nature of the VOC.
22. One short term result of the VOC and the BEIC participating in the Indian Ocean trade network is that
- they both constantly faced strong adversaries in the regions that always led to warfare.
 - despite some disruption due to their arrival, existing trade networks continued to flourish.
 - neither trading company had the ability to master the monsoon wind patterns.
 - company employees from the VOC and the BEIC often fought each other and sank their ships.

23. The argument made by Jan Pieterszoon Coen of the VOC was most similar to arguments made by which other European nation during the 16th and 17th centuries?
- A. The British in the Americas.
 - B. The Spanish in East Asia.
 - C. The French in Africa.
 - D. The Spanish in the Americas.
24. Which of the following describes a substantial shift in the relationships of participants in the Indian Ocean trade network between 1450 and 1750?
- A. Political and economic disputes in Europe sometimes led to violent conflicts in their colonial holdings.
 - B. The voyages of Zheng He led to numerous trade alliances that prohibited nations from trading with Europeans.
 - C. Due to transportation difficulties with the monsoon winds, there was a large increase in land based trade versus sea trade.
 - D. As a result of the unique products coming out of Africa, the power and influence of Great Zimbabwe dominated the region.

Questions 25 thru 27 use the passage below

T 4.7 Changing Social Hierarchies from 1450 to 1750

Excerpts from The Edict of Expulsion of the Jews (1492)

(2) You know well or ought to know... that in these kingdoms there were some wicked Christians who Judaized and apostatized from our holy Catholic faith,... [so] we ordered the separation of the said Jews in all the cities, towns and villages of our kingdoms... and [commanded] that they be given Jewish quarters and separated places where they should live, hoping that by their separation the situation would remedy itself...[however] since the Christians have engaged in and continue to engage in social interaction and communication [with the Jews who] ... subvert and steal faithful Christians from our holy Catholic faith and separate them from it... and giving to them from their houses unleavened bread and meats ritually slaughtered, ... and persuading them as much as they can to hold and observe the law of Moses, convincing them that there is no other law or truth except for that one.

(4) Therefore, we... resolve to order the said Jews and Jewesses of our kingdoms to depart and never to return or come back to them or to any of them... we command and forbid that any person or persons of the said kingdoms, of whatever estate, condition, or dignity that they may be, shall dare to receive, protect, defend, nor hold publicly or secretly any Jew or Jewess beyond the date of the end of July and from henceforth forever, in their lands, houses, or in other parts of any of our said kingdoms and lordships, under pain of losing all their possessions, vassals, fortified places, and other inheritances...

(7) Given in our city of Granada, the XXXI day of the month of March, the year of the birth of our lord Jesus Christ one thousand four hundred and ninety-two years.

I, the King, I the Queen,

I, Juan de Coloma, secretary of the king and queen our lords, have caused this to be written at their command.

Registered by Cabrera, Almacan chancellor.

25. During the Reconquista of Spain, as described in the first paragraph, the societal changes desired by the Catholic King and Queen led to
- A. separating the good Christians from the wicked Christians and restoring their Catholic faith.
 - B. encouraging Christians to interact with the Jews of Spain and learn about their faith.
 - C. the suppressing of Jews in Spain first through isolation and then ordering them to leave.
 - D. providing the people of Spain a list of the things that the Jews do to practice their faith.
26. Based in the intended purpose of the edict, it is most likely that the information in the passage might be
- A. understating the issues that Spain is experiencing from its Jewish population.
 - B. intentionally blaming the Jews in Spain in order to limit their political, economic, and social roles .
 - C. understating the influence of Jews had in causing Christians to convert to Judaism.
 - D. Intentionally blaming the Christians of Spain for problems with the Jewish population.
27. Mughal leaders in India would view the The Edict of Expulsion in Spain as
- A. as a model for ways to deal with the Hindu population in India.
 - B. necessary to help create political order across India and strengthen Mughal rule.
 - C. necessary in order to remove economic challenges that threaten the empire.
 - D. a direct conflict to the best way to accommodate ethnic and religious diversity.

Questions 28 - 30 use the two passages below

Comparing Meiji Restoration (Topic 5.6) and Tanzimat Reforms (Topic 5.8)

Source A

Sultan Abdul Mejid 1856

“Every distinction or designation tending to make any class whatever of the subjects of my Empire inferior to another class, on account of their religion, language, or race, shall be forever effaced... As all forms of religion are and shall be freely professed in my dominions, no subject of my Empire shall be hindered in the exercise of the religion he professes. No one shall be compelled to change their religion and all of the subjects of my Empire, without distinction, shall be admissible to public employments.”

SOURCE: Stanford J Shaw, Ezel Kural Shaw. *History of the Ottoman Empire and Modern Turkey*. (Cambridge University Press, 1977) p 125.

Source B

Excerpt from the Charter Oath of 1868 - Meiji Restoration

“By this oath we set up as our aim the establishment of the national weal on a broad basis and the framing of the constitution and laws.

1. Deliberative assemblies shall be widely established and all matters by public discussion.
2. All classes, high and low, shall unite in vigorously carrying out the administration of the affairs of state.
3. The common people, no less than the civil and military officials, shall each be allowed to pursue his own calling so that there may be no discontent.
4. Evil customs of the past shall be broken and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.

The oath was written by the new leaders and given to the newly restored emperor to present to the people.”

SOURCE: *Sources of Japanese Tradition*, volume II, compiled by Ryusaka Tsunoda, Wm. Theodore de Bare and Donald Keene (N.Y.: Columbia University Press, 1958) p. 137.

28. Source A can best be used to identify which of the following internal issues being faced by the government of the Ottoman Empire?
- A. The Ottoman government believed that the use of shari'a law and prayer would solve the issues within the empire.
 - B. The government created policies that encouraged foreigners of different religions to migrate into the empire.
 - C. In response to the expansion of other industrializing states, the government chose to reform and modernize.
 - D. Trade with other Gunpowder Empires was disrupted by the Indian Ocean trade and the Ottomans sought to restore it.
29. A historian would best use Source B to show a connection between Japan and the West by pointing out that
- A. both new leaders and the emperor participated in writing the oath.
 - B. the ideas of the other regions are inferior to Japanese ideas and should be rejected.
 - C. the document contains elements of Enlightenment ideals.
 - D. there is a common goal of preserving complete authority in one person.
30. A notable difference in the outcomes of reform efforts by the Ottomans in Source A and the Japanese in Source B is that
- A. the Emperor's support for the reforms was met with strong resistance in Japan while the sultan's reforms were easily accepted.
 - B. the reforms allowed Japan to grow into a regional power while the reforms of the Ottomans did not do enough to save the empire.
 - C. the reform efforts in the Ottoman Empire addressed geographical concerns while in Japan environmental concerns were the most critical.
 - D. the Ottoman reforms were able to unite and strengthen the empire while Japanese reforms failed to keep pace with the West.

Questions 31 - 33 use the passages below

T 5.2 Nationalism & Revolution

Source A

On German Nationalism
Field Marshal Helmuth von Moltke: 1866

“The war of 1866 [between Prussia and Austria] was entered on not because the existence of Prussia was threatened, nor was it caused by public opinion and the voice of the people; it was a struggle, long foreseen and calmly prepared for, recognized as a necessity by the Cabinet, not for territorial aggrandizement, for an extension of our domain, or for material advantage, but for an ideal end--the establishment of power. Not a foot of land was exacted from Austria, but she had to renounce all parts of the hegemony of Germany. . . Austria had exhausted her strength in conquests south of the Alps, and left the western German provinces unprotected, instead of following the road pointed out by the Danube. Its center of gravity lay out of Germany; Prussia's lay within it. Prussia felt itself called upon and strong enough to assume the leadership of the German races.”

Source B

Excerpt from La Marseillaise
(French National Anthem)

Verse 1

Arise, children of the Fatherland,
The **day of glory** has arrived!
Against us, tyranny's
Bloody **standard** is raised, *(repeat)*
Do you hear, in the countryside,
The roar of those ferocious soldiers?
They're coming right into your arms
To cut the throats of your sons, your women!

Chorus

To arms, citizens,
Form your battalions,
Let's march, let's march!
Let an impure blood
Water our furrows [fields]!

Verse 4

Tremble, tyrants and you traitors
The shame of all parties,
Tremble! Your parricidal schemes
Will finally receive their prize! *(repeat)*
Everyone is a soldier to combat you,
If they fall, our young heroes,
Will be produced anew from the ground,
Ready to fight against you!

Chorus

To arms, citizens ...

31. A historian might be able to use Source A in creating an argument related to the cause of German unification by
- A. demonstrating how the rise of an independent German state was the result of public opinion.
 - B. examining the ambitions of the Prussians to challenge boundaries and unite Germanic peoples.
 - C. expressing that the basis for German unification was to expand its territory across Europe.
 - D. showing how the Austrian Empire willingly allowed the Prussians to create a unique German state.

32. Which of the following historical developments most strongly caused the writing of the lyrics contained in La Marseillaise (Source B)?
- A. The condemning of Louis XVI and his execution by the Committee of Public Safety.
 - B. Attacks by other nations of Europe led the French leadership to create the lyrics to foster a sense of unity.
 - C. The creation of the Declaration of the Rights of Man and Citizen by the National Assembly.
 - D. The development of a battle cry to motivate soldiers in Napoleon's expansionist policies across Europe into Russia..
33. The views expressed in the two passages help explain which of the following effects of nationalist movements between 1750 and 1900?
- A. Movements required motivated leaders who rebelled against existing governments to create new nation-states.
 - B. Nationalism was a short lived phenomenon and rarely successful in meeting its initial goals.
 - C. Movements were often successful because freedom and liberty are easily obtained by motivated people.
 - D. The force of nationalism had a very calming effect and diffused tensions between various ethnic groups involved in the movements.

Questions 34 thru 36 use the chart below

T 5.4 Industrialism Spreads & 5.9 Society and the Industrial Age

Industrial Revolution and the Global Divide					
<i>Share of Total World Manufacturing Output (percentages)</i>					
Country/Region	1750	1800	1860	1880	1900
Europe as a whole	23.2	28.1	53.2	61.3	62.0
United Kingdom	1.9	4.3	19.9	22.9	18.5
France	4.0	4.2	7.9	7.8	6.8
Germany	2.9	3.5	4.9	8.5	13.2
Russia	5.0	5.6	7.0	7.6	8.8
United States	0.1	0.8	7.2	14.7	23.6
Japan	3.8	3.5	2.6	2.4	2.4
Rest of the World	73.0	67.7	36.6	20.9	11.0
China	32.8	33.3	19.7	12.5	6.2
South Asia (India/Pakistan)	24.5	19.7	8.6	2.8	1.7

SOURCE: Derived from Paul Kennedy, *The Rise and Fall of the Great Powers* (New York: Random House, 1987), 149.

34. The chart above can best be used to support the argument that between 1700 and 1913
- economic growth in the USA and Western Europe was unable to surpass that of China and India.
 - technological innovation resulted in a drop in productivity in both the USA and Western Europe.
 - there was very little economic impact as a result of colonialism in the Middle East and India.
 - due to innovations, the USA and Western Europe increased their share of global manufacturing.
35. Which of the following factors reflect a consequence of the spread of industrialization over time (1700 - 1913)?
- European countries invested heavily in the industrial production capacity within their colonial holdings.
 - Local leaders in India and the Middle East invested heavily and westernized their economies in order to compete globally.
 - Non-western economies still produced manufactured goods however their share of global markets declined.
 - China was able to improve its manufacturing capability and achieve global dominance with many consumer products.

36. Industrialization caused the following change to standards of living in the USA and Western Europe between 1750 and 1850?
- A. Women were able to find well paying jobs that allowed them to live independently and not depend upon men to survive.
 - B. Rapid industrialization led to overcrowded cities, housing shortages, declining health, and working class poverty.
 - C. Rapid industrialization during this time period quickly raised standards of living through wages increases.
 - D. Governments quickly acknowledged the challenges and enacted laws to protect the the working class people.

Questions 37 thru 40 use the passage below

T 5.8 Reactions to Industrial Economy

Excerpts from the Factory Act of 1833

- . . . no person under eighteen years of age shall [work] between half-past eight in the evening and half-past five in the morning, in any cotton, woollen, worsted, hemp, flax, tow, linen or silk mill . . .
- . . . no person under the age of eighteen shall be employed in any such mill . . . more than twelve hours in . . . one day, nor more than sixty-nine hours in . . . one week . . .
- There shall be allowed . . . not less than one and a half hours for meals.
- It shall not be lawful . . . to employ in any factory . . . as aforesaid, except in mills for the manufacture of silk, any child who shall not have completed his or her ninth year.
- It shall not be lawful for any person to employ . . . in any factory . . . as aforesaid for longer than forty-eight hours in one week, nor for longer than nine hours in one day, any child who shall not have completed his or her eleventh year . . .
- It shall be lawful for His Majesty to appoint four Inspectors of factories where . . . children and young persons under eighteen years of age [are] employed, empowered to enter any . . . mill, and any school . . . belonging thereto, at all times . . . by day or by night, when such . . . factories are at work.
- The Inspectors shall have power to make such rules as may be necessary for the execution of this act, binding on all persons subject to the provisions of this act; and are authorised to enforce the attendance at school of children employed in factories according to the provisions of this act.
- Every child restricted to the performance of forty-eight hours of labour in any one week shall attend some school.

SOURCE: British Parliament Law, *Statutes of the Realm, 3 & 4 William IV, c. 103*. Website: <http://www.victorianweb.org/history/factact.html>, 2/17/2020.

37. The historical context that can be applied to the passage above best fits which of the following?
- A. The British Parliament had complete faith in the factory owners to create a safe working environment for children.
 - B. Industrialization created opportunities in the factories for people of all ages to earn a living and rise out of poverty.
 - C. The British Parliament needed to create a way to force the parents to send their children to school to be educated.
 - D. The British Parliament recognized that industrial capitalism created challenges that could only be solved by political reforms.
38. The views expressed in the Factory Act of 1833 reflect which of the following changes to social issues?
- A. Organizations, workers, and some government officials believed factories were harmful to children.
 - B. Many employees felt that they were working too much and wanted limited hours for all workers.
 - C. Families forced their children to work because this was preferable to leaving them at home.
 - D. Workers were suffering health ailments due to eating too quickly so were pleased to secure longer meal breaks.

39. One effect of the calls for reform due to the challenges of industrialization is that
- A. industrial centers started building housing close to the factory so workers could get to and from work quicker.
 - B. factory owners requested that unions be created in order to ease negotiations with workers.
 - C. Factory owners no longer needed to monitor the number of hours worked by their employees under 18 years of age.
 - D. unions and political parties emerged to promote change in areas such as working conditions and hours.
40. Issues regarding the factory owner and worker relationship extended beyond Britain. Reformist Karl Marx in his manifesto proposed that
- A. workers negotiate directly with factory owners because most owners are good people who value their employees.
 - B. through peaceful protests, workers could achieve their goals by inciting public opinion in their favor.
 - C. the haves and have nots were in constant warfare that could only be solved by implementing socialism or communism
 - D. socialism was the best form of owner/ worker relationship since it is based on the emotional well-being of people.

Questions 41 thru 43 use the passage below

T 6.6 & 6.7 Migration

“Plantation owners first brought workers to Hawaii from China, but the Chinese Exclusion Act of 1882 inspired planters to seek out new sources of labor. They turned to Japan, where farmers and peasants from southern Japan, having suffered a series of crop failures at home, eagerly filled the Hawai'i jobs with the promise of lucrative, short-term contracts. Between 1885 and 1894, an estimated twenty-nine thousand Japanese immigrants arrived to serve as contract workers on Hawaiian sugar plantations. By the turn of the century, they had become the largest ethnic group on the islands.

Upon arrival, any dreams of prosperity were immediately dispelled. Workers encountered unforeseen hardships, inhumane conditions, and deplorable wages. Women workers channeled their anger into song. They worked twelve-hour days for less than six cents an hour. Overcrowded barracks and poor diets led to surges in illness. Those who attempted to run away would be beaten and jailed for breaking their contracts.”

*“Hawai'i, Hawai'i
I saw as in a dream
Now my tears are flowing
In the canefields.”*

SOURCE: Hole Hole Bushi: Song of the Cane Fields. Produced by Chris Conybeare with the assistance of Franklin Odo. 30 min. KHET-TV, 1984. Part of “Rice and Roses” series on immigrant life on the plantations. WEBSITE: <https://densho.org/strikers-scabs-sugar-mongers-immigrant-labor-struggle-shaped-hawaii-know-today/> (02/19/2020)

41. According to the passage, one economic factor that contributed to the continuation of long distance migration patterns throughout 1750 to 1900 was that
- A. people who experienced challenges in their native lands often chose to relocate in order to find work.
 - B. profit in slave markets would expand to include new areas in the Americas, Africa, and South Asia.
 - C. women who were oppressed in their homelands sought freedom in other areas of the world.
 - D. the evidence shows that treatment of migrant workers benefitted as a result of political reforms.
42. Which of the following BEST explains how foreign workers often responded to relocating to new and sometimes hostile locations within the global economy?
- A. The workers often joined together to form local policing forces and militias to protect themselves from their employers.
 - B. Migrants often created ethnic enclaves that helped them acclimate into their new environments.
 - C. The typical worker focused on reinventing themselves by seeking higher education opportunities.
 - D. Migrant groups were motivated to create larger political voices in order to secure voting rights in their new homeland.

43. Plantation owners and industrialists were able to take advantage of improved methods of transportation to encourage workers to relocate because
- A. they often owned the ships and railways so moving workers around was not a drain on profits.
 - B. they implemented incentive programs that encouraged both workers and their families to move.
 - C. they allowed migrants to permanently stay or seasonally return to their home societies if desired.
 - D. new urban centers were developing everywhere and therefore there was an abundance of affordable housing.

Questions 44 thru 46 use the passage below

T 7.1 Shifting Power After 1900

Excerpt from REFORM EDICT OF THE QING IMPERIAL GOVERNMENT - 1901

“The root of China’s weakness lies in harmful habits too firmly entrenched in the rules and regulations too minutely drawn in the over abundance of inept and mediocre officials and in the paucity [scarcity] of truly outstanding ones, in petty bureaucrats who hide behind the written word and in clerks and yamen [public official] runners who use the written word as a talisman [object with magic powers] to acquire personal fortunes in the mountains of correspondence between government offices that have no relationship to reality and in the seniority system and associated practices that block the way of men of real talent.

China has neglected such deeper dimensions of the West and contents itself with learning a word here and a phrase there a skill here and a craft there, meanwhile hanging onto old corrupt practices of currying [gain something through excessive behaviors] favor to benefit oneself. If China disregards the essentials of Western learning and merely confines its studies to surface elements that themselves are not even mastered, how can it possible achieve wealth and power?”

SOURCE: Wm. Theodore de Bary and Richard Lufrano, *Sources of Chinese Tradition: From 1600 Through the Twentieth Century, 2nd ed., vol. 2* (New York: Columbia University Press, 2000), 285-287.

44. According to the passage, the Qing government is most concerned about
- A. external factors that were related to a growing trade imbalance with the European powers.
 - B. internal factors, rooted in a dishonest bureaucracy, were a major cause of the decline of the empire.
 - C. external factors such as pressures to adopt the formal education system being used in the West.
 - D. internal factors, related to Mongol incursions, that impacted the northern borders and caused disunity.
45. A historian researching external factors that would provide historical context for the edict above would most likely study?
- A. The desire of the Qing government to reform itself as a way to reduce foreign economic influences.
 - B. The effects of Confucian thought as a cause of China’s slow movement to accept Western ideas.
 - C. The lasting legacies of the Mongol incursions on China’s cultural and political history.
 - D. The long term results of the Ming dynasty’s policies that brought an end to Zheng He’s trade ships.
46. The largest change to the political order that occurred in the 20th century as a result of conflicts and nationalism was that
- A. there was a steep decline in military spending as a result of global alliances and world peace.
 - B. the economic success of the West was severely challenged by the new states after World War II.
 - C. as the power and influence of land and maritime empires declined, new sovereign states were created.
 - D. there was a substantial increase in the production of manufactured goods in non-Western countries.

Questions 47 thru 49 use the image below

T 8.4 Spread of Communism



The victorious People's Liberation Army (Communists) enter Beijing in 1949 after defeating Guomindang
SOURCE: Website: <https://socialistworker.co.uk/art/12518/Mao+Zedong+and+the+Chinese+Revolution> 2/25/20

47. Which of the following reasons best describes a cause of Mao Zedong's rise to power?
- A. The use of the atomic bomb on Japan at the end of World War II.
 - B. The financial support of the United States after World War II to help fund the communist takeover.
 - C. Support of intellectuals such as teachers and capitalists wishing to industrialize China.
 - D. The internal tensions brought on by the civil war and Japanese aggression in WWII.
48. A historian might compare which similar consequence of Mao Zedong's Great Leap Forward and Josef Stalin's 5 Year Plan in the Soviet Union by examining which of the following developments?
- A. the rise of industrialism was hampered by a lack of mechanics to repair the tractors.
 - B. government control of the national economy often had negative repercussions for their people.
 - C. the rise in production was facilitated by the construction of a transportation system to distribute the food.
 - D. government control of the economy had positive effects on improving the lives of the rural poor.

49. One major cause for socialist and communist movements in Asia and Latin America were based in
- A. the desire of the people in these regions to have consumer goods such as televisions and cars.
 - B. the promise of democratic elections in order to vote for people who would respond to their needs.
 - C. The success of industrialization and the creation of jobs that lifted people out of poverty.
 - D. leaders who promised to redistribute land and resources to the people of their country.

Questions 53 thru 55 use the passage below

T 9.5 Calls for Reform and Responses

Excerpt from Testimony of Nelson Mandela - Rivonia Trials April 20, 1964

“The complaint of Africans, however, is not only that they are poor and the whites are rich, but that the laws which are made by the whites are designed to preserve this situation. There are two ways to break out of poverty. The first is by formal education, and the second is by the worker acquiring a greater skill at his work and thus higher wages. As far as Africans are concerned, both these avenues of advancement are deliberately curtailed by legislation.

The present Government has always sought to hamper Africans in their search for education. One of their early acts, after coming into power, was to stop subsidies for African school feeding. Many African children who attended schools depended on this supplement to their diet. This was a cruel act...

The other main obstacle to the economic advancement of the African is the industrial colour-bar under which all the better jobs of industry are reserved for Whites only. Moreover, Africans who do obtain employment in the unskilled and semi-skilled occupations which are open to them are not allowed to form trade unions which have recognition under the Industrial Conciliation Act. This means that strikes of African workers are illegal, and that they are denied the right of collective bargaining which is permitted to the better-paid White workers.”

SOURCE: Max Fisher, The Most Important Speech Ever Given by Nelson Mandela, Washington Post, Website: <https://www.washingtonpost.com/news/worldviews/wp/2013/12/05/read-the-most-important-speech-nelson-mandela-ever-gave/>

53. A historian studying the long-term effects of imperialism on Africa might use this passage to
- A. support the claim that the government of South Africa was committed to improving educational opportunities for Africans.
 - B. Support the claim that Africans were active in challenging old assumptions about race-based civil rights.
 - C. support the claim that the government of South Africa was committed to improving economic opportunities for Africans
 - D. Support the claim that African workers found a way to improve their wages without the ability to form labor unions.
54. According to the passage, a significant reason that the native African community is unable to improve its standard of living is
- A. African workers need greater skills and laws need to change in order to end inequality.
 - B. The government is cruel and has stopped feeding African children in schools.
 - C. The Africans who participate in collective bargaining with employers are doing a poor job.
 - D. The best jobs in South Africa are given to foreigners from other regions of the world.

55. Which ONE of the following statements would Nelson Mandela and feminists most agree with regarding social issues between 1900 and 2000?
- A. Access to better healthcare provided for healthier babies and allowed women to become stay at home moms versus having to work.
 - B. Access to education provided greater opportunities to participate in higher levels of politics and professional careers.
 - C. As the century progressed women became more politically passive and allowed men to handle all issues.
 - D. As the century progressed women's rights groups became more disconnected and disorganized around the globe .

END OF PART A

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON PART A.

DO NOT GO ON TO PART B UNTIL YOU ARE TOLD TO DO SO.

MAKE SURE YOU HAVE DONE THE FOLLOWING:

- **PLACED YOUR AP ID LABEL ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **WRITTEN AND GRIDDED YOUR AP ID CORRECTLY ON YOUR MULTIPLE-CHOICE ANSWER SHEET**
- **TAKEN THE AP EXAM LABEL FROM THE FRONT OF THIS BOOKLET AND PLACED IT ON YOUR MULTIPLE-CHOICE ANSWER SHEET**

**WORLD HISTORY: MODERN
SECTION I, Part B**

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 or Question 4.

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. 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.

Topic 6.1 Rationales for Imperialism



SOURCE: Thomas Nast, *The World's Plunderers*, (Harper's Weekly, June 1885).

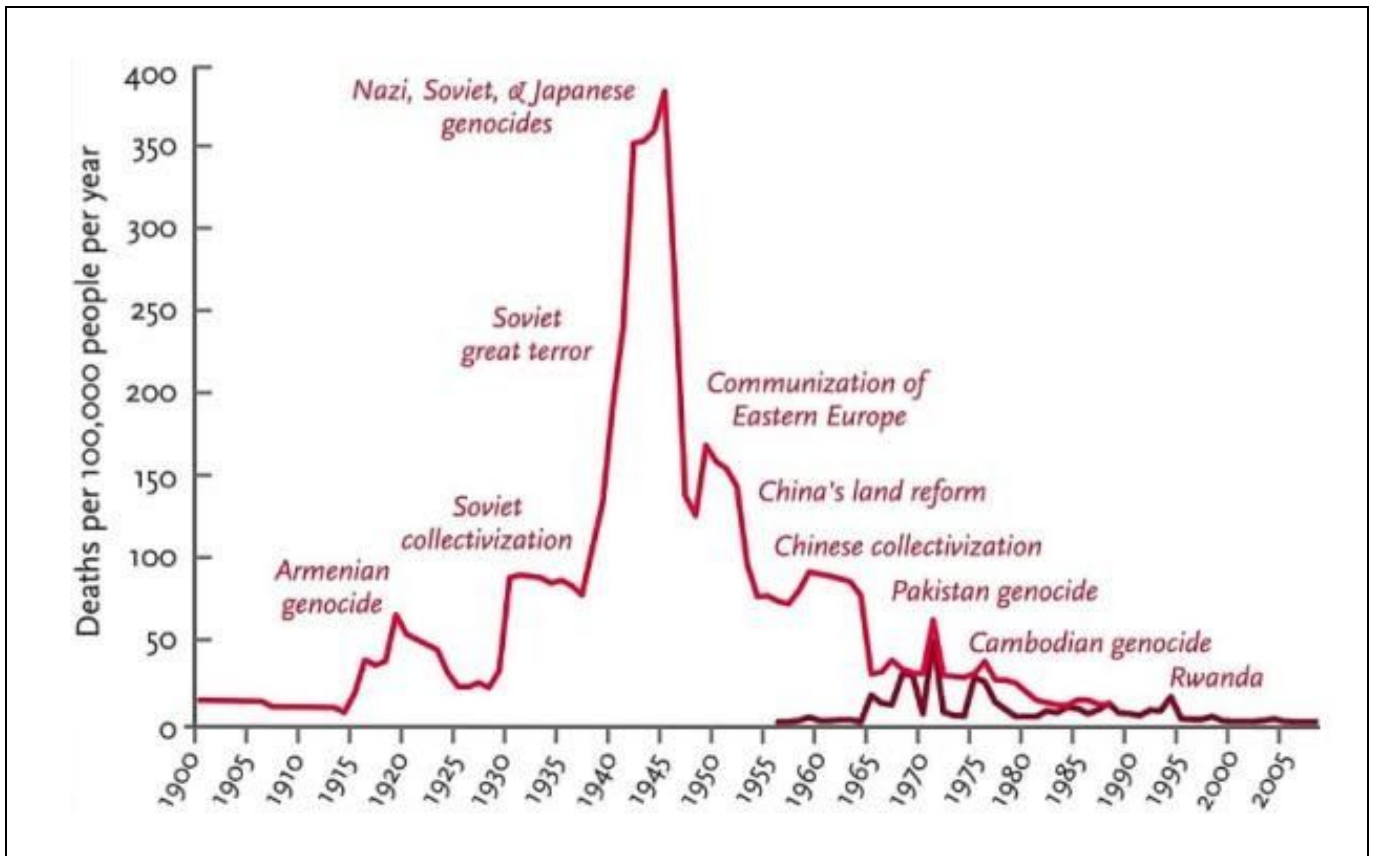
1. a) Describe ONE image found in the cartoon above that reflects a motivation for European imperialism.

- b) Explain ONE way that the concept of Social Darwinism is connected to imperialism.

- c) Explain ONE historical situation in the period of 1800 - 1955 other than the one illustrated in the passage that demonstrates the relationship between nationalism and imperialism.

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

Topic 7.8 Mass Atrocities After 1900



SOURCE: Steven Pinker, *The Better Angels of Our Nature: Why Violence Has Declined*, (Viking Press), 2011. Website: <https://ourworldindata.org/genocides>, 02/05/2020.

2. a) Describe ONE economic reason that a mass atrocity, found in the chart above, occurred during the period of 1900 - 2000.

- b) Describe ONE political reason that a mass atrocity, found in the chart above, occurred during the period of 1900 - 2000.

- c) Explain ONE similarity, other than the examples used for Part A or Part B, between two of the atrocities found in the chart above.

Questions 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

Answer all parts of the question that follows.

Topic 5.2- Nationalism and Revolution

3. a) Describe ONE political consequence as a result of a Latin American Revolution between 1750 and 1900.
- b) Explain ONE successful nationalist movement that occurred between 1800 and 1900.
- c) Discuss ONE reason for the failure of a nationalist movement that occurred between 1800 and 1900.

Answer all parts of the question that follows.

Topic 4.2 Exploration: Causes and Events from 1450 - 1750

Topic 4.4 Maritime Empires Established

Topic 4.5 Maritime Empires Maintained and Developed

4. a) Explain ONE cross-cultural diffusion of technology that facilitated the rise of European empires between 1450 and 1750 CE.
- b) Describe ONE way that the arrival of the Europeans resulted in changes in the Indian Ocean trade system between 1450 and 1750 CE.
- c) Explain ONE economic strategy used by European rulers to expand their power and influence around the globe between 1450 and 1750 CE.

WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 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. The documents have been edited for the purpose of this exercise.

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 at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

T 8.9 Causation in the Age of the Cold War

1. **Develop an argument that analyzes the extent to which the Cold War had a profound political and social effect on the Olympic games.**

Background: After a hiatus during World War II, the Olympic games resumed in 1948 dominated by the United States. In 1952, the USSR began competing.

Document 1

Once the Soviet NOC (National Olympic Committee) was recognized, the IOC (International Olympic Committee) members considered the nomination of Andrianov as a member of the IOC...The ease with which the IOC recognized Soviet membership and ratified Andrianov's nomination may seem unexpected, but it reveals the importance of personal ties for securing a positive vote within the IOC...The changing international environment may have also played a role. By 1951, the Soviet Union had detonated an atomic bomb, Mao Zedong's Communist Party had come to power in China, Eastern Europe had become a part of the Soviet bloc, and the Korean War had begun. These events likely enhanced anxieties about war and peace that had fueled the IOC's foundation, and its members surely realized that accepting the Soviet Union's bid under these circumstances could give the Olympic Games credibility as a vehicle for international understanding.

SOURCE: Jennifer Parks, Excerpt from *Red Sport, Red Tape: The Olympic Games, the Soviet Sports Bureaucracy, and the Cold War, 1952 - 1980* (Chapel Hill: University of North Carolina Press, 2009), p.52-53

Document 2

1955 Olympic Charter
Section 1: FUNDAMENTAL PRINCIPLES.

Provision 6: Only citizens of a country are qualified to represent the colours of that country in the Olympic Games. The Games are contests between individuals and not between nations.

The Olympic Games: Charter, Rules and Regulations, General Information, 1955, p. 6

1972 Olympic Charter

SECOND PART: RULES AND REGULATIONS, POLITICAL USE OF SPORT

The International Olympic Committee notes with great satisfaction that its efforts are universally approved, it rejoices in the enthusiasm which the Olympic Movement has encouraged among different nations and it congratulates those which, with a view of encouraging popular sports have adopted vast programs of physical education. It considers, however, as dangerous to the Olympic ideals, that, besides the proper development of sports in accordance with the principles of amateurism, certain tendencies exist which aim primarily at a national exaltation of the results gained instead of the realization that the sharing of friendly effort and rivalry is the essential aim of the Olympic Games

The Olympic Games: Charter, Rules and Regulations, General Information, 1972, p. 49

Document 3

The practice of sports diplomacy meant the competing factions in the Cold War may have avoided direct military conflict. However . . . sporting contests regularly became high profile public spectacles through which the respective merits of the competing social and political systems, ideologies and moral orders were contested in symbolic combat...The geopolitical emphasis on sport was not a secret.

In the monthly Soviet periodical *Kultura I Zhizn*, an official government resolution was published in 1949 which stated, "The increasing number of successes achieved by Soviet athletes ... is a victory for the Soviet form of society and the socialist sports system; it provides irrefutable proof of the superiority of socialist culture over the moribund culture of capitalist states."

Moreover, the 8 March 1952 issue of *Sovetsky Sport* stated, "every record won by our sportsmen, every victory in international contests, graphically demonstrates to the whole world the advantages and strength of the Soviet System."

SOURCE: Dominic Morais and Jan Todd, *Iron Game History Vol.12(2)*, , *Lifting the Iron Curtain: Paul Anderson and the Cold War 's First Sport Exchange*, (Trinity University Commons, University of Texas at Austin, Feb/Mar 2013) p. 16-39.

“Miracle on Ice” February 1980



The US Hockey Team defeats the USSR Hockey team for the first time since 1960.

“The game with the Soviet Union meant nothing to the players politically. Even its impact was largely lost on them until much later, confined as they were to the Olympic Village in Lake Placid, listening to one dinky local radio station and reading no newspapers. ‘If people want to think that performance was for our country, that’s fine,’ says Mark Pavelich of the 1980 US Hockey team was a small, quiet forward who set up Eruzione's winning goal. ‘But the truth of the matter is, it was just a hockey game. There was enough to worry about without worrying about Afghanistan or winning it for the pride and glory of the United States. We wanted to win it for ourselves.’ ”

SOURCE: E.M. Swift, *A Reminder Of What We Can Be: The 1980 U.S. Olympic Hockey Team*, Sports Illustrated, Oct 28, 2014.

SOURCE: Fair use, <https://en.wikipedia.org/w/index.php?curid=25356046>, Sports Illustrated cover, March 1980.

US President Carter Announces Boycott of 1980 Moscow Summer Olympic Games

Writing to the U.S.O.C. (United States Olympic Committee), Carter noted, "the desirability to keeping government policy out of the Olympics." However, he argued that "the Soviet Government attaches enormous political importance to holding the 1980 Olympic Games in Moscow, and if the Olympics are not held there because of Soviet military aggression in Afghanistan, this powerful sight of world outrage cannot be hidden from the Soviet people, and will be reverberated around the globe." . Carter, in his "State of the Union" address said that in order to penalize the Soviet Union, he would not only boycott the Olympics: but also not issue fishing permits to Russian ships and cut off shipments of highly-technology equipment and agriculture products to the U.S.S.R. The President made this statement because of the criticism by the press as to "Why should only the athletes suffer?"

SOURCE: Ray L Morrison, *Government Documents Relating to the 1980 Olympic Games Boycott, 07/24/82*. Website <https://files.eric.ed.gov/fulltext/ED227085.pdf>, 02/04/2020

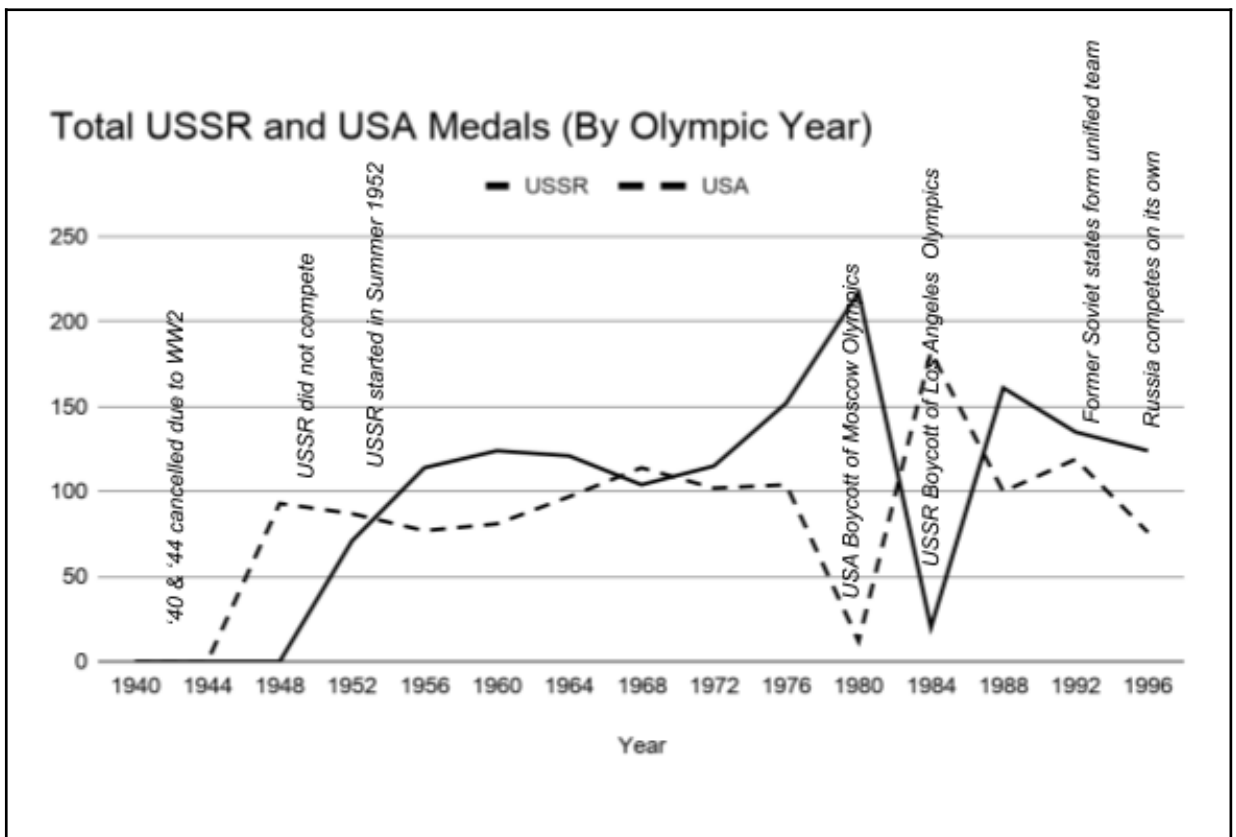
The presence of the Soviet team heightened the competitive spirit among participating nations... The United States Olympic Association reminded its athletes before London [in 1948] that sportsmanship should come first. That sentiment vanished once the Soviet Union joined the IOC in 1951 and announced its intention to compete in Helsinki [in 1952].

As New York Times sports columnist Arthur Daley observed in June 1952, "There will be 71 nations at Helsinki. The United States would like to beat all of them but the only one that counts is Soviet Russia. The communist propoganda machine must be silenced so that there can't be even one distorted bleat out of it in regard to the Olympics. In sports the Red brothers have reached the put-up-or-shut-up stage. Let's shut them up."

Both countries looked for ways of dominating first Europe and later the world...Starting with Helsinki, the battle for hearts and medals would continue unabated until the fall of the Berlin Wall.

SOURCE: Erin Redihan, *The 1952 Olympic Games, the US, and the USSR*, Process: a blog for American History, February 8, 2019, Website: Organization of American Historians. 2/20/2020.

Document 7 - Medals charts



WORLD HISTORY: MODERN

SECTION II

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SOURCE: Ray L Morrison, *Government Documents Relating to the 1980 Olympic Games Boycott*, 07/24/82. Website <https://files.eric.ed.gov/fulltext/ED227085.pdf>, 02/04/2020

Document 6

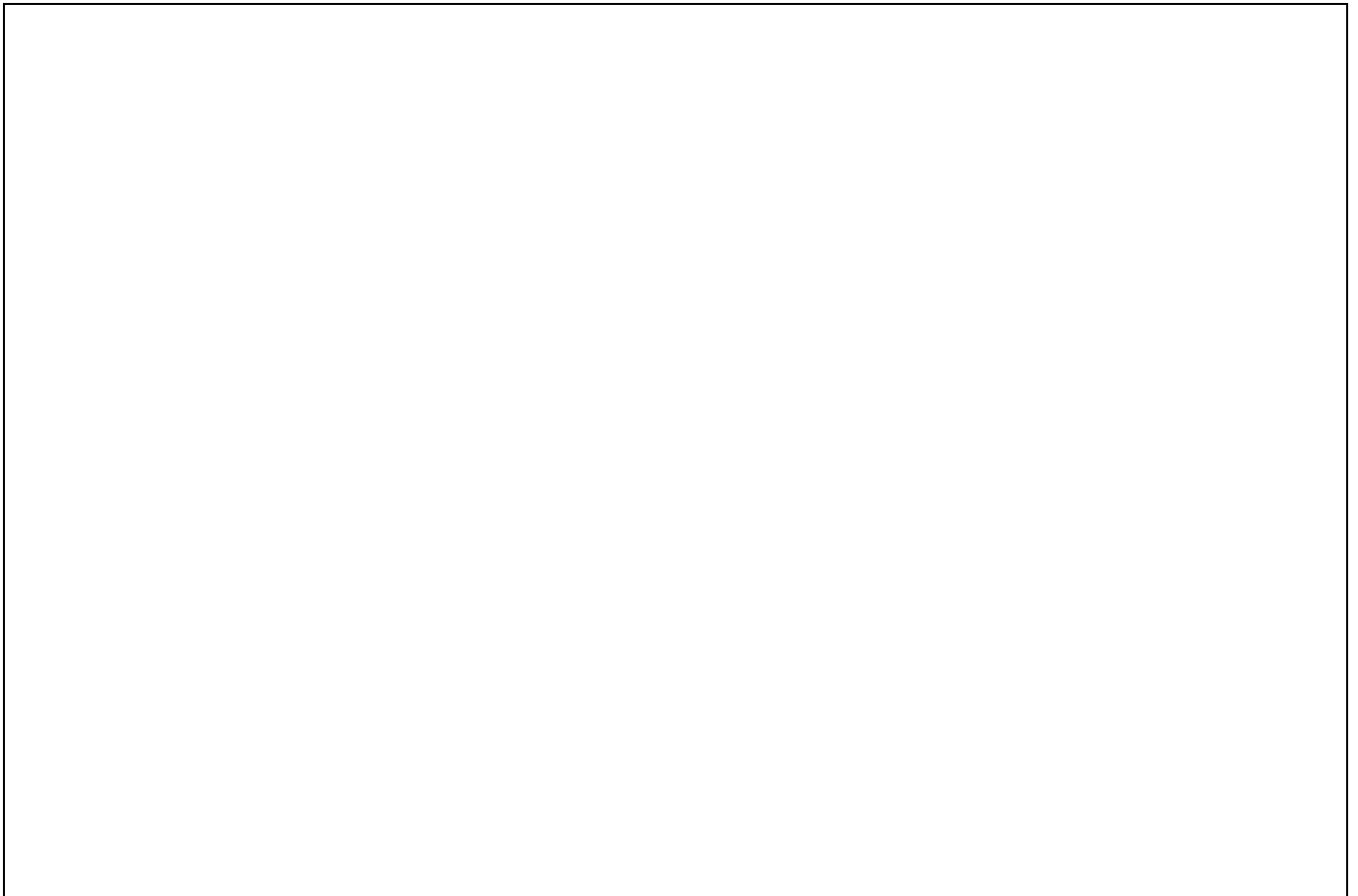
The presence of the Soviet team heightened the competitive spirit among participating nations... The United States Olympic Association reminded its athletes before London [in 1948] that sportsmanship should come first. That sentiment vanished once the Soviet Union joined the IOC in 1951 and announced its intention to compete in Helsinki [in 1952].

As New York Times sports columnist Arthur Daley observed in June 1952, "There will be 71 nations at Helsinki. The United States would like to beat all of them but the only one that counts is Soviet Russia. The communist propaganda machine must be silenced so that there can't be even one distorted bleat out of it in regard to the Olympics. In sports the Red brothers have reached the put-up-or-shut-up stage. Let's shut them up."

Both countries looked for ways of dominating first Europe and later the world...Starting with Helsinki, the battle for hearts and medals would continue unabated until the fall of the Berlin Wall.

SOURCE: Erin Redihan, *The 1952 Olympic Games, the US, and the USSR*, Process: a blog for American History, February 8, 2019, Website: Organization of American Historians. 2/20/2020.

Document 7 - Medals charts



Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 or Question 3 or Question 4.

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.

2. As global populations increased, economies responded by increasing agricultural production and promotion of trade between regions.

Develop an argument that evaluates the extent to which one or more societies in the Americas or the Indian Ocean region created a labor system to meet the challenges of increased global trade between 1200 and 1750.

3. Colonialism and innovations aided in the connectivity of a truly global economy. As interactions increased, both positive and negative relationships occurred.

Develop an argument that evaluates the extent to which technology contributed to shifts in existing social hierarchies in one or more societies between 1500 - 1900.

4. Resistance to imperialism, combined with the expansion of nationalist ideologies, led many groups to seek freedom from their colonial masters with varied results.

Develop an argument that evaluates the extent to which political and economic factors associated with decolonization have challenged one or more African and Asian nations between 1850 and 2000.