

**Notes on the AP World History: Modern Practice Exam**  
**Answer Key SBMC - Period 1**

Question 1

Skill	Learning Objective	Unit
	Unit 1: Learning Objective A Explain the systems of government employed by Chinese dynasties and how they developed over time.	<b>1</b>
A. Incorrect. The Confucian belief system would discourage spending more money than a government has in its treasury. Scholar gentry would consider this monetary policy to be dishonorable and not worthy of the respect it so desires.		
B. Incorrect. In the passage, the government is not relying on wealthy citizens to stabilize the price and supply of food. Instead, Wang Anshi is encouraging the government to buy all the crops from farmers, store them, and release them in such a manner as to maintain prices for the largely agricultural nation.		
C. Incorrect. In the passage, Wang Anshi wants to provide relief for farmers who are typically low on funds at the beginning of the season and have to borrow money from money lenders (monopolists). At the end of the season when farmers sell their crop yields, they pay the loans back with interest. The monopolists make profit while the farmers gain no advantage. Anshi want to change that system to the farmers' advantage.		
<b>D. Correct. The Confucian belief system was founded on honesty and respect. It frowns on merchants and monopolists because they act in their own self interest and greed. Wang Anshi's plan builds on mutual respect between farmers and the government and would help the Chinese people by bringing stability in food supplies over the course of a year until the next crop is harvested.</b>		

Question 2

Skill	Learning Objective	Unit
	Unit 1: Learning Objective A Explain the systems of government employed by Chinese dynasties and how they developed over time.	<b>1</b>
A. Incorrect. While it is true that the British established colonies and exploited resource, the Song Dynasty never established any colonies or exploited resources other than those found in China.		
B. Incorrect. During the Song Dynasty, while there was mass production, it was accomplished through large manual labor workforces not machinery. In addition, there was no such thing as a factory system in the context of Britain in the 1700s.		
<b>C. Correct. Both Song China and Britain used coal in the production of iron. Coal produced a consistently higher temperature than wood which allowed greater amounts to be made.</b>		
D. Incorrect. Song China did not focus on importing food through large trade networks outside China. Britain in the 1700s was an active participant in the Columbian Exchange in the Americas and the Indian Ocean trade as well.		

Question 3

Skill	Learning Objective	Unit
	Unit 1: Learning Objective A Explain the systems of government employed by Chinese dynasties and how they developed over time.	1
<p>A. Incorrect. The passage is clear that the government is loaning the money but there is an expectation that the farmers will pay back the government when the government buys the crops at the end of the season.</p>		
<p><b>B. Correct. The passage places the responsibility of creating a stable food system on the government. This is a basic reason for the creation of a government dating back to ancient times. Chinese ideologies such as the Mandate of Heaven and Confucianism would both support the idea that when the government treats the people correctly, the people will reciprocate and follow the government.</b></p>		
<p>C. Incorrect. While the passage does indicate that the government will be purchasing the grain to stabilize both supply and price, there was no intent for the food to be exported. Instead, the benefit would be for the people of China.</p>		
<p>D. Incorrect. The passage does not reference that the farmers are to pay their fair share. Rather farmers must repay government loans made at the beginning of the growing season by deducting amounts from the monies received at the end of the season. Also at the end of the season, any taxes owed the government should be paid as well from this crop income.</p>		

Question 4

Skill	Learning Objective	Unit
	Unit 1: Learning Objective L Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.	1
<p>A. This source does reflect that the medieval period was violent but it is not the best response because it does not relate to any historical skill and would not create an argument.</p>		
<p>B. This source reflects imagery in the picture but it is not the best response because it refers to the commonality of architecture.</p>		
<p>C. The image has a picture of a ladder and a person throwing what looks like a rock onto the attackers. During the time period of the question, tactics such as siege towers, catapults, and towards the end of the time period cannons and gunpowder.</p>		
<p><b>D. Correct. The battle image is a consequence and direct result of political fragmentation within Europe during this time period, the feudal system was predominant. As such there were many battles as lords and vassals created larger and larger parcels of land under a particular leader until areas near the size of the modern day countries would evolve by the end of the period.</b></p>		

Question 5

Skill	Learning Objective	Unit
	Unit 1: Learning Objective M Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.	1
<p>A. Incorrect. While it is true that Crusaders came into contact with technologies and innovations from the Muslim world, there is very little evidence that they reached European peasants and serfs. Inside the image, the tools being used are simple, wooden tools.</p>		
<p>B. Incorrect. The image shows a castle far in the background which would be used by lords or perhaps a king, what the peasants live in is not shown. As such, while true, the prompt asks what Source B best illustrates yet cottages are not in the picture.</p>		
<p><b>C. Correct. The image clearly shows peasant labor working in agricultural fields. While relatively easy, this will serve as a reminder to carefully check the sources when taking the exam. Especially if you got this one incorrect. We want you to do well.</b></p>		
<p>D. Incorrect. A woman is portrayed as one of the peasants in the field. In the manorial society, both men and women worked in the fields. Women did often have double duty with responsibilities to raise the children as well.</p>		

Question 6

Skill	Learning Objective	Unit
	Unit 1: Learning Objective L Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.	1
<p><b>A. Correct. The feudal system arose as a result of the decentralization of power after the fall of the Roman Empire. Shortly thereafter, different groups across Europe began fighting for control of lands. For protection, kings hired and then rewarded their protectors (knights) with land. As landholders, they became lords and hired other knights to protect the land and the peasants on those lands. This incentivized the knights to fight on and the system remained in place for centuries.</b></p>		
<p>B. Incorrect. After the fall of the Roman Empire, Europe was overrun by barbarians including Huns, Magyars, Goths, and Celts. This did create a fearful society and provided the impetus for the lord and knight relationship. However, armor was very expensive and it would have been improbable that a peasant would buy it.</p>		
<p>C. Incorrect. Unlike Japan where samurai would take their own life if their daimyo (lord) was captured or killed, European knights were typically under contract with a lord. If the knight was talented in warfare, it could be possible to find work elsewhere if their lord or king was conquered. In any event, knights were not demoted to peasant farmers if they were on the losing side.</p>		
<p>D. Incorrect. When the Roman Empire fell apart, Europe was an agrarian society. While there was a need for natural resources such as wood from trees and water, it was not a source of competition and warfare between groups or political entities.</p>		

Question 7

Skill	Learning Objective	Unit
	Unit 1: Learning Objective F Explain the effects of intellectual innovation in Dar al-Islam.	1
<p>A. Incorrect. The question refers to Muslim controlled areas of which the Catholic Church has no authority or power. In addition, the position of the Church on science would occur much later in the 16th to 18th centuries.</p>		
<p><b>B. Correct. The passage refers to Islam’s focus on preserving knowledge and providing a basis for an innovative society. Upon the Crusades reaching the Middle East, some of these ideas reached Europe when the Crusaders returned and went on to spark changes over time.</b></p>		
<p>C. Incorrect. During the time period between 1200 to 1450, Europe had very little focus on creating scholars in the more modern sense. Expertise was based upon the Bible to explain God’s role in how the universe worked. While there was a reawakening in Europe called the Renaissance, the focus of Europe was not on disproving Islamic technological theories but rather its own discoveries..</p>		
<p>D. Incorrect. This statement is false. The caliphs supported and took pride in the libraries under their control. Islam encouraged discovering things about the workings of the universe as a means to celebrate the God’s wisdom and power.</p>		

Question 8

Skill	Learning Objective	Unit
	Unit 1: Learning Objective E Explain the causes and effects of the rise of Islamic states over time.	1
<p><b>A. Correct. This prompt focuses on the ways in which Islam spread. As many early Muslims were nomadic merchants, they helped move the belief system along the existing trade routes to China and across North Africa. In addition, sufis also traveled with the merchants and Islamic armies acting as missionaries who spread the faith as well.</b></p>		
<p>B. Incorrect. This response infers that the reason for Islam spreading was people reacting negatively to the Crusades. While this may have occurred, it was not a main reason for the expansion nor conversions.</p>		
<p>C. Incorrect. While it is true that some non-Muslim states collapsed from the spread of Islam, others accepted the arrival of Islam in order to become a part of the vibrant trade networks that were being controlled by the Muslims in the Middle East. This is especially true of the Abbasid Dynasty that ruled for nearly 5 centuries.</p>		
<p>D. Incorrect. This statement is false. During the time period, Islam had almost no inroads into Europe except on the Iberian peninsula in Spain. The Franks kept the Muslims out of Western Europe until the Reconquista of Spain in the late 15th century and the Byzantines kept the Muslims out of Eastern Europe until 1453 when Constantinople fell to the Ottomans.</p>		

## Question 9

Skill	Learning Objective	Unit
	Unit 2: Learning Objective J Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.	1
A. Incorrect. The Columbian Exchange occurred in the Atlantic region basically between Europe, the west coast of Africa, and the Americas. It would be much later that cultural effects of European networks of exchange would reach Afro-Eurasia.		
B. Incorrect. de Gama's travels were later than the prompt is asking. The Portuguese and the Spanish did not begin explorations until the late 1400s.		
C. Incorrect. This response is also out of the time period. While there was some trade between Europe and the west coast of Africa before 1450, the Triangular Trade did not begin until after the discovery of the Americas in 1492.		
<b>D. Correct. Both of these travelers would have their travels recorded either by their own hand or in Polo's case, a cellmate in a Venice prison. Their writings provide a rich cultural, social, and political history of the time period including the Black Plague and Mongol rule of China.</b>		

## Question 10

Skill	Learning Objective	Unit
	Unit 3: Learning Objective A Explain how and why various land-based empires developed and expanded from 1450 to 1750.	1
<b>A. Correct. All three of these empires are known as the Gunpowder Empires indicative of the type of warfare that was used by the three empires. The Sunni nature of the Turkish Ottomans and Mughals of India created conflicts with the Shi'a Safavids in Persia.</b>		
B. Incorrect. Paper money originated in China and spread along the Silk Routes primarily by the Mongols. Paper money was created so that the Chinese government could hold onto precious metals. The paper was actually letters of credit that merchants could carry with them. As paper money pre-dated these empires, it was already there and did not spread the innovation to new places.		
C. Incorrect. The technology to beat the monsoon wind patterns such as lateen sails and tacking methods of sailing was in use in Indian Ocean Trade before these empires were in power.		
D. Incorrect. Silk and porcelain trade between China and others was very competitive, however they did not contribute to the cross-cultural rivalries between these empires,		

Question 11

Skill	Learning Objective	Unit
	Unit 2: Learning Objective A Explain the causes and effects of growth of networks of exchange after 1200.	1
<p>A. Incorrect. According to passage, Khaldun does indicate that in order to secure a profit, merchants employ tricks to make profits. However, while cautioning consumers to be wary of merchants, Islam does not condemn them either.</p>		
<p><b>B. Correct. Islam's roots come out of a merchant society (both Muhammad and his wife were merchants) and therefore understands the necessary role they play. Islam honors the relationship because both parties get something out of the arrangement.</b></p>		
<p>C. Incorrect. According to the passage, Khaldun claims that Islam supports the role that merchants play in a society.</p>		
<p>D. Incorrect. In the passage, Khaldun refers to other regions and how a vibrant merchant community helps to create wealth from trade that helps states grow stronger.</p>		

Question 12

Skill	Learning Objective	Unit
	Unit 2: Learning Objective C Explain how the expansion of empires influenced trade and communication over time.	1
<p>A. Incorrect. According to the passage, Kublai Khan and his advisors require all merchants to trade directly with him and he pays a fair price. These foreign merchants can then take that money and go all over China to buy things to trade back at home. Polo claims that this helps to spread the wealth.</p>		
<p><b>B. Correct. Polo claims that Kublai Khan is helping promote economic growth because merchants know that he pays well for the goods they bring and he pays quickly. Merchants would like this because they do not have to visit a lot of places to sell their goods and can quickly purchase Chinese goods and return to their place of origin and sell those goods for a profit.</b></p>		
<p>C. Incorrect. Polo claims that Chinese government control of trade is great for the merchants and their profitability.</p>		
<p>D. Incorrect. According to the passage, Polo believes that paper money eases the burden of the merchants since it cuts down on travel weight and it can be used anywhere in China to purchase trade goods.</p>		

Question 13

Skill	Learning Objective	Unit
	Unit 2: Learning Objective A Explain the causes and effects of growth of networks of exchange after 1200.  Unit 2: Learning Objective C Explain how the expansion of empires influenced trade and communication over time.	1
<b>A. Correct. In Source B, Polo supports that the methods of merchants are good for China and in Source A, Khaldun uses Canon Law (Qur'an) to support the methods of merchants as gambling but necessary to society because they bring goods that people want.</b>		
B. Incorrect. In Source A, Khaldun's claim is partly supported however in Source B Polo believes that merchants are good for China, not bad.		
C. Incorrect. In Source A, Khaldun actually claims that Canon Law (Qur'an) encourages trade but to be cautious. In Source B, Polo does support the claim that Khan's advisors are economically smart.		
D. Incorrect. In Source A, Khaldun claims that trade can benefit society not that it is bad for society. In Source B, Polo supports Khan's methods of controlling trade.		

Question 14

Skill	Learning Objective	Unit
	Unit 2: Learning Objective C Explain how the expansion of empires influenced trade and communication over time.	1
A. Incorrect. The Mongols used paper money as part of the process of reinvigorating trade along the Silk Routes but they did not invent it. Paper money did allow merchants to carry more trade goods.		
B. Incorrect. Kublai Khan's economic policies were successful for China. As China was the largest economic powerhouse at the time of the Mongols, Khan's methodologies helped China and merchants. In other areas, the Mongols secured the routes but simultaneously wreaked havoc on societies across Asia.		
C. Incorrect. The Mongols policies were not overly restrictive for merchants and the opposite is true since they encouraged trade and energized the Silk Routes trade system.		
<b>D. Correct. Upon the fall of the Tang Dynasty, merchants on the Silk Routes out of China lost protection and faced rising thefts from bandits. For centuries, trade with China was slowed to a trickle. As the Mongols spread from Central Asia outward in all directions, the Silk Routes began moving again. Merchants bought passes that gave them safe travel and the Mongols ensured safe travel for the merchants and their goods.</b>		

**Notes on the AP World History: Modern Practice Exam**  
**Answer Key SBMC - Period 2**

Question 15

Skill	Learning Objective	Unit
	Unit 4: Learning Objective E Explain the process of statebuilding and expansion among various empires and states in the period from 1450 to 1750.	<b>2</b>
A. Incorrect. The passage refers to the Asante Empire controlling the region and becoming wealthy from their dealings with the Portuguese. There is no information mentioned where the dealings were unfair for either party in the transactions.		
B. Incorrect. Even though the passage discusses the Dutch capturing the Portuguese trading post, there is no mention in the passage that the Portuguese used military force against the Asante.		
C. Incorrect. The passage does not mention that the Asante assisted the Dutch in any way.		
<b>D. Correct. The passage mentions that the Asante king maintained control of the region for centuries and had the power to manipulate trade with the Portuguese. Also in paragraph one, it mentions that the empire was able to expand and absorb some of its neighbors.</b>		

Question 16

Skill	Learning Objective	Unit
	Unit 4: Learning Objective E Explain the process of statebuilding and expansion among various empires and states in the period from 1450 to 1750.	<b>2</b>
A. Incorrect. The first paragraph begins by mentioning that the Asante Empire in West Africa flourished through its assets, location in expanding trade routes, and isolation from hostilities even before the arrival of the Portuguese.		
B. Incorrect. The Portuguese did trade with the Asante and acquired gold that supported their mercantilist economic system in the 15th through 17th centuries. However the passage makes no indication that the Portuguese were weak and needed the Asante in order to flourish.		
<b>C. Correct. The wealth acquired by the Portuguese and their sailing experience contributed to the drive for explorations to acquire even more wealth. The Portuguese and in the early 1500s the Spanish, would use that wealth to build more ships. This fever for gold would eventually influence other European nations to do the same thing. After the Ottomans defeated the Byzantines in 1453, Europeans needed a new route in order to trade with Asia.</b>		
D. Incorrect. While there was a general fear of the unknown that caused the Europeans to hesitate moving into the African interior, it was not a motivation for exploration towards the Americas.		

Question 17

Skill	Learning Objective	Unit
	Unit 4: Learning Objective E Explain the process of statebuilding and expansion among various empires and states in the period from 1450 to 1750.	<b>2</b>
<p><b>A. Correct. The African Empires, for a short time, were able to hold their own with the Europeans until the discovery of the Americas. That discovery led to the creation of a plantation economy and the need to find workers. This would change the relationship as many millions of Africans were taken by force to the Americas. The population decline in Africa was so great that it has impacted Africa to the modern day. Conversely, the Europeans would gradually rise in power and wealth as a result of trade. This is supported by the end of paragraph 2.</b></p>		
<p>B. Incorrect. The passage makes no reference to the Asante or other African empires being unable to manage their wealth or being corrupt. Paragraphs one and two discuss how the Asante flourished for centuries.</p>		
<p>C. Incorrect. While the African empires did trade for weapons with the Europeans and some empires used them in their expansion efforts, there is no indication that a civil war erupted in Africa because of the trade.</p>		
<p>D. Incorrect. While trade with Africa would diminish as a result of Europe's conquest in the Americas, Africa remained a source for the slave labor for over a century the time period mentioned (early 1700s) in the prompt.</p>		

Question 18

Skill	Learning Objective	Unit
	Unit 3: Learning Objective B Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.	<b>2</b>
<p><b>A. Correct. According to the passage, the devshirme are educated and serve the sultan. As slaves of the state, they helped to both centralize and maintain the power in both military and bureaucratic roles in the government. Since they were loyal only to the sultan, this increased his power.</b></p>		
<p>B. Incorrect. The sultan did fill the janissary ranks with Christian boys. However it was not out of a desire to be more inclusive with non-Muslims. The Qur'an frowns upon slavery of Muslims but is silent about enslaving non-Muslims. By taking the boys at a young age, they are very pliable. Through an education filled with propaganda, their loyalty is unshakable.</p>		
<p>C. Incorrect. The intended purpose of devshirme was to create loyal soldiers and bureaucrats to the sultan. There was an emphasis on education for young males to learn so they could read the Qur'an. However, this education push was not applicable to non-Muslim children regardless of gender.</p>		
<p>D. Incorrect. The intended purpose of the devshirme was not to promote or justify slavery within the Ottoman Empire. Although the passage does refer to them as slaves of the state, it was not applicable to the empire at large.</p>		

Question 19

Skill	Learning Objective	Unit
	Unit 3: Learning Objective B Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.	2
<p>A. Incorrect. Rulers did not appeal to the peasantry and were rarely concerned with implementing anything to make the lives of the peasants better. Since they viewed peasants as insignificant, the idea that they encouraged their social mobility is false.</p>		
<p>B. Incorrect. Rulers were known for building elaborate palaces &amp; castles to show off their wealth as well as a way to protect themselves from invading forces. Given the decentralized and competitive political climate of places such as Europe between 1450 to 1750, the idea that kingdoms might unite willingly would be unlikely.</p>		
<p>C. Incorrect. This distractor is out of the time period. The development of industrialized urban centers to mass produce goods happens in the late 1700s onward to today.</p>		
<p><b>D. Correct. In order to increase their power, rulers need to have a strong revenue stream because warfare and running a bureaucracy is expensive. As a result, the development of systems that create an efficient economic flow to the centralized government would be a necessity. In the Ottoman Empire the government used tax farming to collect and streamline revenue. Rather than have salaried bureaucrats who might be corrupt, private individuals across the empire got permission from the government to collect taxes for the government and got to keep a portion of what they collect cutting down on government expenses. Also rather than attack other regions which was very expensive, some rulers collected or paid tribute. An example of this is when the Chinese government paid northern tribes to stay out of China rather than enter China and raid cities for goods.</b></p>		

Question 20

Skill	Learning Objective	Unit
	Unit 1: Learning Objective A Explain the systems of government employed by Chinese dynasties and how they developed over time.  Unit 3: Learning Objective B Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.	<b>2</b>
<p>A. Incorrect. This distractor is not applicable to 13th century Song China and is a rather new phenomenon in China today. In 13th century China, the growth of agriculture was necessary to feed the population. While some cities along the coastline and a few inland from earlier Silk Route trade were larger than others, there were not any true urban centers in the more modern sense.</p>		
<p>B. Incorrect. Rather than investing heavily in building the military, the Song Dynasty was victim to its own shortsightedness. Political corruption and constant attacks by northern tribes weakened the Song. The Song depended on volunteers rather than drafting people into military service and never built a cavalry of mounted soldiers. This made them slower, weaker, and ineffective.</p>		
<p><b>C. Correct. Much like the Ottomans depended on the cultural ties of the janissaries as soldiers and bureaucrats for the sultan’s rule, the Song Dynasty used the Confucian meritocracy civil service exam system to find qualified candidates for government jobs and military officers that dates back to Han China.</b></p>		
<p>D. Incorrect. This distractor is false. The Chinese government never encouraged anyone to convert to Islam and has a long track record of discouraging outside ideologies within its borders.</p>		

Question 21

Skill	Learning Objective	Unit
	Unit 4: Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	2
<p><b>A. Correct. The creation of joint stock companies was a way for European powers to spread the risk of exploration. These companies also helped further spread their risk by selling shares to investors who shared the profits (if there were any). Under mercantilism, the government fully funded the excursions. If riches are discovered, such as the silver mine at Potosi, then it's worth it. However if, like North America, wealth needed to be created through plantations and therefore not worth it. With joint stock companies, governments authorized private companies access to colonial holdings in return for taxes on the imported goods such as commodities and resources. As a result there was revenue without expenses. Rulers could use that wealth to do other things such as fund the military.</b></p>		
<p>B. Incorrect. The chart does list a variety of commodities that the joint stock companies helped to bring to the consumer markets in Britain and the Netherlands. However, their import is not a strategy for consolidating a ruler's power.</p>		
<p>C. Incorrect. The joint stock companies in Britain used some ways to further their inroads into local economies through incentive for employees. While others, such as the Dutch, wanted to maintain full control of trade. These methods aided the joint stock companies but did not help to consolidate a ruler's power.</p>		
<p>D. Incorrect. Both the Dutch (mentioned in the chart) and the Portuguese are known for being aggressive towards local merchants and foreign rulers who resisted them. Negative actions by merchants in regions would be a cost factor in the overall trade economics but would do little to consolidate a European ruler's power.</p>		

Question 22

Skill	Learning Objective	Unit
	Unit 4: Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	2
<p>A. Incorrect. While there may have been some localized resistance, neither faced strong adversaries in their dealings with Afro-Eurasia nor did contact always lead to warfare.</p>		
<p><b>B. Correct. Indian Ocean trade prior to the arrival of the Europeans was relatively peaceful and vibrant for societies throughout the region. When Europeans entered the system, that changed. In some places the Europeans forced their way in using force. In others, they negotiated trade opportunities. In any event, trade continued in the region albeit in a wider global network.</b></p>		
<p>C. Incorrect. During the time period, European ships had incorporated technology and sailing methods to master sailing in all monsoon wind conditions found in the Indian Ocean trade region.</p>		
<p>D. Incorrect. While the Dutch VOC was aggressive with other trade companies such as the Portuguese and the French, they never attacked the British ships. Throughout much of this time period, the British were the most powerful naval force in the world.</p>		

Question 23

Skill	Learning Objective	Unit
	Unit 4: Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	2
<p>A. Incorrect. Jan Pieterszoon makes the claim that war is a necessary part of building a trade empire. While there were occasions where the British used force in the Americas, it was not a policy of the trade companies to initiate warfare.</p>		
<p>B. Incorrect. Although silver mined in Spanish controlled America ended up in China, the Spanish empire did not trade directly with China. It was the result of British trade in Asia. This is due in large part to the Treaty of Tordesillas created by the pope as a way of dividing the world between the Catholic nations of Spain and Portugal.</p>		
<p>C. Incorrect. The French involvement began in the 1700s not due to conquest for lands but rather to stop the piracy in the Mediterranean Sea that was occurring on the Barbary Coast located in North Africa. The French were not the only power involved, the British and in the early 1800s the United States. Unlike the Dutch, it was not the policy of the French to use warfare to trade.</p>		
<p><b>D. Correct. As the Spanish began exploration of the Americas, the conquistadors willingly used violence as a means to the end of gaining wealth. Most infamously this occurred with the Aztecs in Mexico and the Incas of Peru.</b></p>		

Question 24

Skill	Learning Objective	Unit
	Unit 4: Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.	2
<p><b>A. Correct. The Thirty Years' War was fought between Protestant and Catholic nations in Europe. The conflict spread beyond the European landmass as both sides used their navies to fight for control of the seas. The Dutch attacked the Portuguese. England and France would fight for nearly two decades for control of India in light of the collapsing Mughal Empire.</b></p>		
<p>B. Incorrect. Zheng He was commissioned by the Ming Dynasty to create Chinese tribute states throughout the Indian Ocean region although the attempt would fail. The Ming ordered the burning of his ships and struck his name from records. The Chinese nor Zheng He ever prohibited nations from trading with the Europeans as the Chinese were not active when the Europeans arrived.</p>		
<p>C. Incorrect. Between 1450 and 1750 the Europeans would come to dominate the Indian Ocean trade. Due to the ability of ships to carry greater quantities of goods, transportation costs plummeted. As a result, land trade across Central Asia would remain minimal until the invention of automobile. Due to technology and sailing methods, the monsoon winds were no longer a barrier to sea trade.</p>		
<p>D. Incorrect. While Great Zimbabwe played a role in both African and Indian Ocean trade, by the time of the prompt 1450 to 1750, the dominance of the trade city was ended and therefore did not impact trade relationships within the timeframe</p>		

Question 25

Skill	Learning Objective	Unit
	Unit 4: Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.	2
<p>A. Incorrect. The passage does mention that although there has been separation between Jews and Christians, the Christian population is continuing to communicate and interact with the Jews. The King and Queen of Spain make no mention of attempting to separate Christians.</p>		
<p>B. Incorrect. The passage is explicit in telling Christians they are not to interact with Jews in Spain.</p>		
<p><b>C. Correct. During the Reconquista, the King and Queen of Spain used Anti Semitism (against Jews) and Anti Muslim policies while simultaneously promoted Catholicism. This Edict applies specifically to the Jews of Spain. At first they tried separating the Jews from the Christians, but when that failed they kicked the Jews out of Spain.</b></p>		
<p>D. Incorrect. The edict mentions a list of religious practices of the Jewish people. However, there is no mention by the King and Queen that they desire to have Christians practice the policy. In fact, the opposite is true.</p>		

Question 26

Skill	Learning Objective	Unit
	Unit 4: Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.	2
<p>A. Incorrect. The purpose is to justify why the King and Queen believe it necessary to isolate and remove the Jews from Spain. Rather than understating, it overstates the issues.</p>		
<p><b>B. Correct. Both Jews and Muslims were important to trade and economics under the Moors who ruled Spain for about 7 centuries. This resulted in Jews and Muslims who were typically better off financially. As Catholic influence rose and to help establish legitimacy, the rulers instituted laws that scapegoated the Jews for the problems of Spain as well as terrorized Christians who empathized with Jews by threatening them with loss of land, houses, and their inheritance. This propaganda method of demonizing a group of people, under color of authority, has been very effective over time to change behaviors.</b></p>		
<p>C. Incorrect. While the edict discusses Christians who have left their faith, the rulers clearly blame the Jews for their negative influences on Christians using words such as stealing the faithful and having influence to turn Christians against their Catholic faith. Rather than understating, the passage probably overstates the influence.</p>		
<p>D. Incorrect. The rulers clearly blame the Jews for creating their own problems because of their influence. The King and Queen admonish the Christians for not following the restrictions and isolation of Jews that was intended by earlier rules but do not go as far as blaming Christians as the cause of problems with the Jews in Spain.</p>		

Question 27

Skill	Learning Objective	Unit
	Unit 4: Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.	<b>2</b>
<p>A. Incorrect. The response considers how the Mughals of India would view what the King and Queen of Spain are doing in their edict and whether or not the Mughals would use such policies in their relationships with the Hindus. The Mughals are a minority population ruling over an exponentially larger Hindu population. As such, they would reject such a method because it is the Hindi population that provides the wealth to the Mughals.</p>		
<p>B. Incorrect. Copying the harshness of the edict in Spain would do very little to create political order or strengthen Mughal rule. The early Mughal leaders were savvy enough to realize that harsh policies against Hindus would lead to constant rebellions and disrupt economic prosperity. This is exactly what happened when Mughal leaders beginning with Aurangzeb began using intolerant Muslim policies that would eventually spell the end of the Mughals who lost their empire to the British.</p>		
<p>C. Incorrect. Intolerance towards its Hindu population would not remove economic challenges but rather create them. Using the military is expensive and unrest interrupts trade and revenues. As such this would be another set of reasons for the Mughals rejecting Spain's edict towards the Jews.</p>		
<p><b>D. Correct. The Mughals would definitely disagree with the harsh policies of the edict. Mughal leaders had a long history of tolerant policies towards the majority Hindu population. Akbar was known for marrying a Hindu woman, inviting various faiths to debate issues in his royal court, and ending the repressive non-Muslim policies of his predecessors. As a result, the Mughals became a wealthy, strong, and cohesive empire. They did a credible job in accommodating the diversity found within the Indian subcontinent.</b></p>		

**Notes on the AP World History: Modern Practice Exam**  
**Answer Key SBMC - Period 3**

Question 28

Skill	Learning Objective	Unit
	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	<b>3</b>
<p>A. Incorrect. In the passage the sultan is discussing that his empire will be more tolerant of other faiths. This is part of the Tanzimat reforms. One of the tenets of those reforms was to become more Western by creating a separation between religious and state policies. As such, the use of Islamic law to solve problems is not relevant to the passage.</p>		
<p>B. Incorrect. While the government was going to be more tolerant in its treatment of non-Muslim faith peoples, there is nothing to support that it encouraged migration into the Ottoman Empire from other places.</p>		
<p><b>C. Correct. The historical context of this passage is that the sultan is attempting to reform Ottoman society in order to remain relevant in a world with growing Christian influences around the world. He is concerned that the stronger Christian European powers would utilize oppressive policies against non-Muslims as fuel to encourage nationalist movements within his empire. The reforms would prove to be short-lived and the empire was broken up about 60 years after the date of the document.</b></p>		
<p>D. Incorrect. The passage makes no reference to trade having any influence on creating a more tolerant society towards non-Muslim peoples. Because of the geographic location of the Gunpowder Empires, trade by land between those empires, would not be affected by sea travel as it would only increase the distance between them.</p>		

Question 29

Skill	Learning Objective	Unit
	Unit 5: Learning Objective G Explain the causes and effects of economic strategies of different states and empires.	<b>3</b>
<p>A. Incorrect. The question is looking for the connection between Japan and the West. The last sentence mentions that the document was created by new leaders and given to the emperor. There is no indication that the emperor helped to write the document.</p>		
<p>B. Incorrect. In the passage, point (5.) mentions that the Japanese believe that they can learn from other places and then use those ideas to strengthen Japan's position in the world.</p>		
<p><b>C. Correct. The Meiji Restoration Charter captures Enlightenment ideas such as creation of a constitution and common laws, legislative assemblies, freedom of choice, natural laws, and a relationship between the upper and lower classes for the good of the nation.</b></p>		
<p>D. Incorrect. While Japan does maintain the position of emperor, it does not place complete authority or power in a single ruler. The Meiji Restoration created a legislative assembly to discuss affairs of the nation and a bureaucracy to improve the efficiency of that bureaucracy. The emperor was more of a figurehead with cultural power.</p>		

Question 30

Skill	Learning Objective	Unit
	Unit 5: Learning Objective G Explain the causes and effects of economic strategies of different states and empires.  Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	<b>3</b>
<p>A. Incorrect. Since the emperor was honored in Japan as descended from the heavens and was a party to the Meiji Restoration that encouraged progress, support was widespread. In the Ottoman Empire, the Tanzimat reforms met resistance from groups who felt the reforms were moving too far away from Islamic law.</p>		
<p><b>B. Correct. The Meiji reforms started Japan on a path to westernization and an eventual world power, they are considered successful. On the other hand, the Ottoman empire by the mid 1800s found itself too far behind the other nations and by backing the Central Powers in World War I, the empire would be dismantled by France and Britain.</b></p>		
<p>C. Incorrect. The Ottoman empire controlled a large area and within it many different ethnicities. This presented challenges especially in light of nationalist movements that were prevalent in the 1800s across Europe and the surrounding regions. So this part of the distractor is somewhat true. However the Meiji Restoration, rather than addressing environmental concerns, encourages industrial growth without concern for the damage it might do to the environment.</p>		
<p>D. Incorrect. Both parts of the distractor are false. The Ottoman Empire's reforms did not go far enough to save it from total collapse as they only prolonged its slow death by a few decades. Japan's reforms were very successful in aiding Japan's rise as an industrial and military power.</p>		

Question 31

Skill	Learning Objective	Unit
	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	3
<p>A. Incorrect. In Source A, the passage denies that public opinion or the voice of the people had any bearing on the nationalist movement in Prussia. But rather the Prussian Cabinet who demanded to be independent of Austria-Hungarian rule.</p>		
<p><b>B. Correct. Field Marshal von Moltke claims that the Prussians believe themselves to be strong enough to assume the leadership of the German races and therefore are a direct cause for German reunification movement from 1861-1871 orchestrated by the Chancellor of Prussia Otto von Bismarck.</b></p>		
<p>C. Incorrect. The cause of German unification was to unite Germanic peoples not necessarily to expand its territory across Europe. The goal was to create a Germanic nation that could compete with the other powers of Europe. Shortly after reunification, Germany does attack France in order to grab territory that has natural resources needed for industrialization.</p>		
<p>D. Incorrect. The passage starts out by mentioning that there was a war between Prussia and Austria in order to get Austria to release the Prussians from their empire. As such it is clear that the Austria empire did not willingly let Prussia create a Germanic state.</p>		

Question 32

Skill	Learning Objective	Unit
	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	3
<p>A. Incorrect. Source B is the the national anthem of France. The execution of Louis XVI during the revolution was celebrated as the end of the monarchy and is not historical development that inspired the writing of the anthem nor citizens taking up arms.</p>		
<p><b>B. Correct. France was the largest and wealthiest of nations in continental Europe. With the nation involved in a civil war between the classes and disorganized in their rule after the execution of the monarchs, the other powers of Europe (including Austria-Hungary avenging their queen's daughters execution) attacked France. In response the French citizens rallied to the call to arms and left the cities to meet the armies of Britain, Prussia, and Austria. To unite the citizenry and provide cause, the anthem is explicit in calling out the dangers to come such as cutting the throats of women and children. It remains the anthem today as a way to remind the citizens of France the high price paid to achieve Freedom, Liberty, and Fraternity.</b></p>		
<p>C. Incorrect. While the Declaration of Rights of Man and Citizen was important to France, it is not the historical development that led to the national anthem.</p>		
<p>D. Incorrect. La Marseilles, while created to invoke nationalist feelings, was written when the nation was under attack by its neighbors. Napoleon's expansionist policies were relatively short-lived and very costly for France especially on the Russian campaign where nearly 500,000 soldiers perished.</p>		

Question 33

Skill	Learning Objective	Unit
	Unit 5: Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.	3
<p><b>A. Correct. Throughout the time period of 1750 to 1900, nationalist movements occurred on nearly all continents. Each movement was inspired by leaders who wanted to achieve self-rule for a particular ethnic or cultural group and were willing to stay the course in spite of setbacks. Some were successful while others failed and would have to wait until later to rise again. Forces such as colonialism, imperialism, or even subjugation of groups would cause movements that rebelled against governments in the attempt of creating new nation-states.</b></p>		
<p>B. Incorrect. Due to the Enlightenment, ideas of liberty and natural rights became the norm for peoples around the world. Rather than be short-lived, nationalist movements still occur in the world today. Movements often achieve their initial goals albeit the time frame for success varies by movement.</p>		
<p>C. Incorrect. Regardless of how motivated leaders of nationalist movements are achieving freedom and liberty it is often difficult to obtain much less be successful in establishing self-determination.</p>		
<p>D. Incorrect. This response is a double edged sword as nationalism can be both a uniter as well as cause divisive actions. In both passages, nationalist movements used violence to achieve their goals. Sometimes different groups do unite for the initial movement but will then factionalize once the more powerful colonial or imperial power is no longer in control. This occurred in colonized tribal areas of Africa and in India between Muslims and Hindus.</p>		

Question 34

Skill	Learning Objective	Unit
	Unit 5: Learning Objective E Explain how different modes and locations of production have developed and changed over time.	3
<p>A. Incorrect. The chart shows that China and India both start of leading in world manufacturing output but around 1860 Europe is surpassing and by 1880 the USA is greater than both.</p>		
<p>B. Incorrect. This statement is false and technological innovations result in a rise of productivity not a fall.</p>		
<p>C. Incorrect. The chart shows that colonialism by the British in India is having a profound impact on its manufacturing output as India becomes more a place for exporting the natural resources to British factories. The impact to China's output percentage is more a result of growing industrialism in the West than an actual reduction in its manufacturing output</p>		
<p><b>D. Correct. The growth of manufacturing output in the USA and Western Europe is the result of innovations and inventions to do things faster and cheaper. This is especially noticeable in the growth of Germany after reunification and the USA after the Civil War as railroads create an infrastructure for moving natural resources to the industrial centers.</b></p>		

Question 35

Skill	Learning Objective	Unit
	Unit 5: Learning Objective E Explain how different modes and locations of production have developed and changed over time.	<b>3</b>
<p>A. Incorrect. One consequence of industrialization is that rather than invest in the colonies manufacturing capacity, investment in factories was centered in European countries. As transportation costs drop due to railroads and steamships, the imperial powers moved more raw materials to their country to turn into finished goods.</p>		
<p>B. Incorrect. The imperial powers managed their colonies to create an advantage for themselves. As a result even if local leaders wanted to, they would not have the financial capital to build factories. In addition imperial powers often put laws and rules in place to prohibit such actions.</p>		
<p><b>C. Correct. The chart reflects the manufacturing output of the Second Industrial Revolution in the latter half of the 1800s. The growth in the United States and Germany is having a profound impact on the data in the chart around the world. In non-western regions, the actual output of goods is relatively the same and their percentage drop is a reciprocal effect of the exponential growth of the German and US economies.</b></p>		
<p>D. Incorrect. The chart reflects a substantial drop in China's output not a move towards dominance. In the latter half of the 1800s, internal issues in China such as European spheres of influence and political unrest against a weakening monarchy were another factor in China's economic woes. This response is a century too early as China's growth occurs in the late 1900s and continues today.</p>		

Question 36

Skill	Learning Objective	Unit
	Unit 5: Learning Objective J Explain how industrialization caused change in existing social hierarchies and standards of living.	3
<p>A. Incorrect. Between the period of 1750 and 1850, there was no real shift in social or economic barriers facing women. As such, women were unable to find well paying jobs that would allow them to be financially independent.</p>		
<p><b>B. Correct. A byproduct of industrial growth is societies coping with urbanization. The infrastructure in these urban centers was consistently strained to keep up with the growing populations. Entrepreneurs were building factories and purchasing machinery to produce more and provide them greater profits. People went to the cities for work as a result of being kicked off land or for better opportunities. Once in the cities, housing was overcrowded with no amenities such as running water and heating and air conditioning. The lack of safety laws and long hours in factories led to severe health issues in workers. Because of the number of people seeking employment, the owners were able to pay low wages because someone was always desperate enough to take the job.</b></p>		
<p>C. Incorrect. Factories owners were unwilling to pay higher wages since there was always someone who would take the job. These low wages created a cycle of poverty that was unable to be broken until the governments stepped in to create laws such as minimum wages and safety rules. Those protections were few and far between 1750 and 1850.</p>		
<p>D. Incorrect. Because of laissez-faire attitudes towards business, the governments were hesitant to act on the people's behalf. Britain was first to begin offering protections yet the process was slow. Germany and the US would also act however that occurred outside the time period.</p>		

Question 37

Skill	Learning Objective	Unit
	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	3
<p>A. Incorrect. The context for the Factory Act is based on the poor working conditions such as long hours and unsafe working conditions in Britain. The act is a result of an investigation due to rising complaints of workers. The government had lost its faith that the factory owners would create better conditions without being forced to do it.</p>		
<p>B. Incorrect. Industrialization did create opportunities however there was no chance for workers to rise out of poverty.</p>		
<p>C. Incorrect. The intent of the Factory Act was not to send children to school although it was a byproduct. Families often depended on the income, even from their small children, to survive day to day. The context of the act was to limit hours of children working in the factories. Due to that limitation, the government felt it prudent to take action rather than let the children be alone while their parents worked.</p>		
<p><b>D. Correct. The British government recognized that something needed to be done to correct the inhumane conditions in the factories. After an investigation, the Parliament concluded that only government intervention would force the changes to be made as the factory owners expressed disdain for having to spend money to make the factories safer or the impact less hours for workers</b></p>		

Question 38

Skill	Learning Objective	Unit
	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	3
<p><b>A. Correct. The changes are the result of civil actions, such as protests and the rise of the Chartist political party whose goal it was to represent the working classes in Parliament. Early legislative actions focused on safety and working hours for women and children.</b></p>		
<p>B. Incorrect. While the employees certainly believed that they were working too many hours, they had very little political clout because the people in Parliament were not elected by popular sovereignty.</p>		
<p>C. Incorrect. Families did not make their children work because they did not want to leave them home alone. Families had their children work because they needed the income to survive day to day.</p>		
<p>D. Incorrect. Ailments of the workers were not the result of eating too fast. The unsafe conditions in factories such as air quality in textile mills, machines with exposed safety hazards, poor airflow, and lack of exits in the event of fires plus many others adversely impacted the health of workers.</p>		

Question 39

Skill	Learning Objective	Unit
	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	3
<p>A. Incorrect. Calls for reform did not include factory owners building housing closer to factories. As these early cities developed, both factories and housing arose together. Due to improvements in construction, rather than build outward, cities grew upward with taller buildings. The idea of city planning occurred much later.</p>		
<p>B. Incorrect. Factory owners resisted, sometimes violently, to the creation of unions. The purpose of a union is to bargain for wages and working conditions. It was only through actions by governments that unions were able to get the right to collectively bargain with employers.</p>		
<p>C. Incorrect. The opposite is true, factory owners were now required to monitor hours of workers who were children.</p>		
<p><b>D. Correct. In order to address the issues facing workers, political parties such as the Chartists and unions who offered to be the united voice of the workers arose with calls for reform. Both of these groups would be effective in helping to create changes to working conditions over time in the latter part of the 1800s into the 20th century.</b></p>		

Question 40

Skill	Learning Objective	Unit
	Unit 5: Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	3
<p>A. Incorrect. Marx believed it was useless to talk with factory owners. He claims that the haves and the have nots have been battling throughout history. He condemned the owners for benefiting from the work of the proletariat (workers) and encouraged them to rise up and take what is due to them.</p>		
<p>B. Incorrect. Marx encouraged violent overthrow and was inspired by the French Revolution as a method to achieve the changes that will greatly improve the lives of the workers. He claimed that owners would not willingly give up any of their profits and the workers will continue to live in poverty. While peaceful protest can turn public opinion, it takes a long time and Marx is encouraging them not to wait any longer.</p>		
<p><b>C. Correct. This response is the context upon which Marx built his theories. He claims that there has always been a battle between those rich and poor, the lords and the peasants, the kings and the commoners, and ultimately the owners and the workers. This class struggle encompassed politics, economics, and social issues. The only answer according to Marx is the creation of a socialist or communist system where all members of a society share evenly.</b></p>		
<p>D. Incorrect. Socialism is not about emotional well being people in an owner/worker relationship. While improving the relationship might lead to people feeling better, socialism by definition is an economic and political ideology whereby the society controls the means of production, services, and distribution of goods for the benefit of all.</p>		

Question 41

Skill	Learning Objective	Unit
	Unit 6: Learning Objective F Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.	3
<p><b>A. Correct. The passage refers to crop failures as a reason why farmers and peasants would relocate in order to find better job opportunities. This economic reality has occurred many times in history. Sometimes it happens within a country and other times, such as this passage, the relocation is long distance. Irish potato famine, the Dust Bowl, urbanization, Chinese to America, and war torn regions all contribute to migrations of people between 1750 and 1900.</b></p>		
<p>B. Incorrect. The passage does not refer to slavery. Between 1750 and 1900, slavery had minimal expansion and beginning in the early 1800s, many areas began to end slavery as an institution. By 1900, slavery was abolished across the world.</p>		
<p>C. Incorrect. The patriarchal system has across history oppressed and provided a lack of opportunities for women. This reality made it extremely difficult for women to break free and become more independent. This type of movement is more applicable to the world today than that of 1750-1900.</p>		
<p>D. Incorrect. The passage describes the bleak outlook of migrants who went with their dreams of a better life. Political reforms that benefited migrants economically is not evidenced in the passage. However, there is evidence of anti-immigrant laws such as the Chinese Exclusion Act which restricted some groups from migrating but created new opportunities for others.</p>		

Question 42

Skill	Learning Objective	Unit
	Unit 6: Learning Objective F Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.  Unit 6: Learning Objective H Explain how and why new patterns of migration affected society from 1750 to 1900.	<b>3</b>
<p>A. Incorrect. While migrants might have been treated unfairly, the punishments for uniting for purposes of negative behaviors against employers would have gotten them kicked out or severely punished for those actions with little recourse.</p>		
<p><b>B. Correct. In strange surroundings that often involved language and other cultural barriers, migrants relocated in close proximity to one another. This provided them a sense of security and a way to normalize their lives in often difficult surroundings.</b></p>		
<p>C. Incorrect. Migrant workers between 1750 and 1900 would have been unable to reinvent themselves nor had very access to higher education. As the passage mentioned, these workers were often bound by indentured servant contracts and had to pay back monies to their employers. If they created issues for the employers, the consequences were severe.</p>		
<p>D. Incorrect. This response is a 20th century phenomenon rather than be applicable to the time period between 1750 and 1900. Since migrants would not be citizens, it would be impossible to secure voting rights without becoming a citizen first. Migrants would need to appeal to citizen groups to take up their appeals for reforms but that is a difficult route.</p>		

Question 43

Skill	Learning Objective	Unit
	Unit 6: Learning Objective F Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.	<b>3</b>
<p>A. Incorrect. Plantation owners and industrialists encouraged migrant workers because they would work for less money and therefore increase the owners profits. Depending on their needs, the owners might create contracts in order to have leverage on workers. In some cases, they covered the costs of transportation but would “own” the worker as an indentured servant until the worker paid the owner back.</p>		
<p>B. Incorrect. Plantation owners and industrialists certainly used the improved transportation methods such as railroads and steamships to get workers. They would advertise in other places to lure the workers to new opportunities which were not what the migrants expected. But they were already in the new location. These owners had little interest in paying to bring families nor support them by paying decent wages to workers.</p>		
<p><b>C. Correct. The improved methods of transportation made it possible for workers to return home after the planting and harvesting seasons if they wanted to do that. The benefits to the owner was that this relieved some pressures to pay higher wages so the worker (if they stayed) could have money year round. In addition, since the worker was going home part of the year, there was no need to bring the family. This also benefited the home countries since these migrant workers could do similar jobs when they got home with a different crop.</b></p>		
<p>D. Incorrect. New urban centers were developing. However there was little consideration to have affordable housing for migrant workers and had no relation to why a worker would want to relocate. Migrant workers went to new places for jobs because conditions in their home country made it necessary for them to leave.</p>		

**Notes on the AP World History: Modern Practice Exam**  
**Answer Key SBMC - Period 4**

Question 44

Skill	Learning Objective	Unit
	Unit 7: Learning Objective A Explain how internal and external factors contributed to change in various states after 1900.	<b>4</b>
<p>A. Incorrect. In the passage, the edict is referring to China adopting only the smallest of ideas and claiming they are modernizing. The reforms need to go much deeper but not in relation to trade imbalances. Rather the passage is focusing on eliminating corruption.</p>		
<p><b>B. Correct. The passage uses words such as mediocre, corrupt, and petty bureaucrats to describe the current state of government affairs. It makes the claim that China will never achieve wealth and power if China does not change its ways.</b></p>		
<p>C. Incorrect. In the early 20th century, the Qing Dynasty was close to collapse. The Taiping and Boxer rebellions challenged the legitimacy of the Chinese government and foreign influence (interference) in society was at its peak. The government is attempting reforms but the warning is clear, China is not going to improve unless things change. Although the passage makes no claims for China adopting a Western education system (as Japan did), it does infer that China needs to be less corrupt.</p>		
<p>D. Incorrect. China has a long history of experiencing pressures from groups like the Mongols. While these groups did disrupt China's government and unity in earlier centuries, their influence on China had diminished by the early 1900s when internal factors as a result of Western imperialism were more relevant to the concerns of the Qing government.</p>		

Question 45

Skill	Learning Objective	Unit
	Unit 7: Learning Objective A Explain how internal and external factors contributed to change in various states after 1900.	<b>4</b>
<p><b>A. Correct. The historical context of the external factors that influenced the passage are based on Western imperialism and their spheres of influence. By the late 1800s, China had lost control of its coastline ports and international trade. The edict is making it clear to China's bureaucracy that immediate changes need to be made in order for China to return to wealth and power.</b></p>		
<p>B. Incorrect. While the effects of Confucianism played a role in the way that government officials acted, it is not an external factor. Confucian thought is unique to China.</p>		
<p>C. Incorrect. The Mongols ruled China under the Yuan Dynasty in the 14th century. They were driven out by the Ming Dynasty who proceeded to eliminate nearly all Mongol related influences and reinstated Confucian ideals including the civil service exams. After the Ming, the Qing Dynasty continued the same patterns and ruled for about 250 years.</p>		
<p>D. Incorrect. Like Confucianism above, the Ming Dynasty is an internal factor. The Ming's Confucian ideology helped shape the thoughts that Zheng He's voyages were a waste of state funding because the costs outweigh the benefits.</p>		

Question 46

Skill	Learning Objective	Unit
	Unit 7: Learning Objective A Explain how internal and external factors contributed to change in various states after 1900.	4
<p>A. Incorrect. The prompt is looking for the largest change to political order in the 20th century. It is definitely false that military spending declined as a result of alliances and the world at peace. The century was filled with major wars, proxy wars, regional conflicts, and the arms race just to name a few.</p>		
<p>B. Incorrect. This distractor is also not true. There is not one example of a new state after World War II challenging the economic success of the West. There has been some shift in terms of economic power in the 20th century as China has taken a larger part of the global economy. However, it is not a new state after World War II.</p>		
<p><b>C. Correct. The dissolution of the Austro-Hungarian and Ottoman Empires after World War I and the decolonization after World War II has played a large part in the restructuring of states in the 20th century. In 1900 there were 77 countries in the world. Between 1900 and today, mostly across Afro-Eurasia, 118 new countries have been created for a total of 195 today.</b></p>		
<p>D. Incorrect. While it is true that there was a substantial increase in the production of manufactured goods in non-Western countries especially China, the prompt asks about political order, conflicts, and nationalism. None of the topics in the prompt are economic in nature.</p>		

Question 47

Skill	Learning Objective	Unit
	Unit 8: Learning Objective D Explain the causes and consequences of China's adoption of communism.	4
<p>A. Incorrect. The prompt asks the best reason for Mao Zedong's rise to power. While the atomic bomb played a role in ending World War II between the US and Japan, its impact caused the Japanese army to leave China. The civil war between the communists, who were supported by the large peasant population and the Guomindang started up again. Mao was a folk hero to many Chinese and supported his efforts to oust the Guomindang.</p>		
<p>B. Incorrect. The United States aided the Guomindang and not the communists. Upon Mao's takeover of China, the US ended diplomatic relations between the two countries.</p>		
<p>C. Incorrect. Mao was not supported by intellectuals, teachers, or capitalists, choosing instead to support a communist system which adversely impacts all the groups mentioned here.</p>		
<p><b>D. Correct. Mao Zedong for over two decades had supported and been supported by Chinese peasants by far the largest group of people in the agrarian nation. The peasants supported Mao before World War II by protecting and aiding his troops against the Guomindang on the Long March. During the war, the communists fought valiantly to repel the Japanese. This too helped convince the peasants that he and</b></p>		

the communists were on the side of the Chinese people. Meanwhile the Guomindang fought not only the Japanese but also persecuted the communists wherever they could. This became a great propaganda point for Mao Zedong after the war.

Question 48

Skill	Learning Objective	Unit
	Unit 8: Learning Objective D Explain the causes and consequences of China's adoption of communism.	4
<p>A. Incorrect. In comparing the two programs, the lack of tractor mechanics would have little effect on hampering industrialization efforts. Because most importantly, the countries would actually need tractors before mechanics. Both countries suffered due to a lack of industrial capacity to produce the steel and other parts needed to build the tractors or other machinery.</p>		
<p><b>B. Correct. The building of production capability and converting the nations to large collective farms from small farms was a monumental task in both countries. The speed with which the governments attempted the conversion created hardships not only in working conditions, but in worker skills to handle the construction and having enough food for the general population. Collective farms took a while to become productive and as a result both countries experienced famines costing millions upon millions of lives.</b></p>		
<p>C. Incorrect. The rise in production and the construction of transportation systems were not well coordinated. There was a lot going on and, due to inexperience of agrarian farmers doing construction work, lack of raw materials to meet production goals, and harsh working conditions, what the government demanded and what the system could deliver was often very far apart. This situation would improve over time but at great expense to the populations of each country.</p>		
<p>D. Incorrect. Both the Soviet Union and China were communist systems and as such the government controlled the means of production. This was not a positive experience for the rural population. Even though both systems are based on providing a greater sense of community sharing where everyone receives according to their needs, the system was never really able to deliver on that promise. Due to collectivization, rural peasants lost any sense of independence and were now required to work schedules and meet production quotas that were set by the central government</p>		

Question 49

Skill	Learning Objective	Unit
	Unit 8: Learning Objective E Explain the causes and effects of movements to redistribute economic resources.	4
<p>A. Incorrect. A major cause for socialist and communist movements is not consumer goods. The appeal of these systems to the people in these societies is about opportunity to be more equal. The affected societies had repressive governments or were controlled by foreigners who exploited the countries resources, did not allow the poor to acquire land nor have jobs that allowed the people to improve their lives.. The message had great appeal. Overthrow your oppressor so you can be free.</p>		
<p>B. Incorrect. Elections, in the democratic sense, do not apply in socialist or communist countries. Democracy infers that there is a choice and that the election of an individual would bring about representing the people who elected him or her. In the communist and socialist systems, choice is limited to a single party, and the party determines what the representative votes on (if there is a vote). It is just propaganda to provide the illusion of choice but it is not.</p>		
<p>C. Incorrect. In Asia and Latin America, the cause of the movements was often related to ending foreign exploitation of the natural resources (and the associated labor conditions) in their respective countries. While the promise of the leaders of the socialist and communist movements was to uplift the people, this was a very different reality once they were in power. This was due in part to the infrastructure and experience of the foreign powers now gone and the learning curve of both the government and the workers to rebuild the systems. Oftentimes, these new governments resorted to use fear and terror to maintain control rather than broad support of the general populations.</p>		
<p><b>D. Correct. The greatest cause to support a socialist or communist system is the promise of land. To agrarian peoples, land is wealth and status. It allows the individual to have self worth and provide for their family and themselves. The promise of sharing the wealth to a poor person whose labor has benefitted the wealthier classes would be very appealing and strikes to the core of Marxist ideology. Many of these nations nationalized their resources under government control and removed the foreigners. Oftentimes this provided some benefits to the people in expanded social systems, such as healthcare. But the systems strained to keep up with the consumer goods and amenities found in Wewstern capitalist societies.</b></p>		

Question 50

Skill	Learning Objective	Unit
	Unit 8: Learning Objective H Explain the economic changes and continuities resulting from the process of decolonization.	4
<p>A. Incorrect. The historical context of the march is the poor treatment of migrants from India. Although India is an integral part of the British Empire, due to their dark skin, they were grouped into the racist policies of blacks located in South Africa. The British did not prohibit discrimination and had no interest in treating people of color equally.</p>		
<p>B. Incorrect. The British government depended on the revenue generated in the colonies in the 1800s and early 1900s. It was not until after World War II that the British began to free their colonies from their imperialism.</p>		
<p><b>C. Correct. Groups that were discriminated against had little choice but to try to use non-violent methods to achieve their voice and fair treatment. If these groups attempted to use violence to make their point, the imperial power would have claimed it was justified in applying brutal force to put down the protests. The movements became more successful as newspapers began to publish photos and stories about the protests.</b></p>		
<p>D. Incorrect. While it is true that local resistance leaders wanted to draw large numbers to make a point that their views were supported, they refrained from being violent. Rather than attempting to create fear in the imperialist's lives, the resistance movements wanted to provoke a response through non-violent means in an attempt to show the inhumanity of the imperial powers.</p>		

Question 51

Skill	Learning Objective	Unit
	Unit 8: Learning Objective H Explain the economic changes and continuities resulting from the process of decolonization.	4
<p><b>A. Correct. The process of decolonization combined with nationalist movements led to the creation of numerous countries in Afro-Eurasia. For example, British India split into the Hindu state of India and the Muslim state of Pakistan. In the Middle East, British and French territories were broken up as Iran, Iraq, Saudi Arabia, Israel, Jordan and others were created. In Africa tribal regions split as colonial territories became free of their imperial powers.</b></p>		
<p>B. Incorrect. The forces of nationalism and decolonization led to disputes. Some diplomatic and others violent in order to reach a conclusion. There was very little cooperation between groups as each vied to have its own unique voice in ruling over their cultures.</p>		
<p>C. Incorrect. Unfortunately for the impacted regions, they were unable to gain much political clout and for much of the second half of the 20th century were referred to as the Third World. These economies often depended upon either the West for assistance or the East (Soviet Union or China) to assist their economic growth.</p>		
<p>D. Incorrect. In most cases the relationship between the colony and the colonizer was strained as that was the basis for the nationalist movement in the first place. This was especially true politically. Economic ties however might be more connected as the new government would have a ready customer to buy their manufactured goods and raw materials to provide a revenue source.</p>		

Question 52

Skill	Learning Objective	Unit
	Unit 8: Learning Objective H Explain the economic changes and continuities resulting from the process of decolonization.	4
<p>A. Incorrect. When the word “always” is in a distractor that response is nearly 100% the wrong answer. After World War II there was a concerted effort by the Western nations to provide support for nations that were having economic issues. This was done in an effort to stabilize governments. The United States and the Soviet Union both implemented programs to buy allies during the Cold War. Some played both sides (referred to as non-aligned nations) in order to get a better deal. Countries typically did not refuse economic assistance. Politically however it was a double edged sword as it opened the door to foreign influence pressures if they accepted money .</p>		
<p>B. Incorrect. Since the government is the established power structure, it has the ability to censor information flow, ramp up the propaganda machines, and use whatever means at its disposal to restrict resistance movements. Resistance to these government structures would be difficult in less free societies such as socialist and communist regions and movements met with violent responses. In democratic societies, success depends completely upon the message. The powers within the government and the media could invalidate the resistance message as radical or out of touch with reality or support it..</p>		
<p>C. Incorrect. While this may be perhaps a common and simplistic resistance to a power structure, the response is not applicable to the prompt wanted the best example of resistance.</p>		
<p><b>D. Correct. Since the 1960s, the use of terrorism from groups such as Al Qaeda or local such as the Oklahoma City bombing or the Ariana Grande concert in Manchester England has become a norm inside our global society. The perpetrators of these crimes wish to provoke a response in order to accomplish a goal associated with disrupting politics, foreign policy, or an economy. These groups do not have the military capability to start or fight a war. As such, they choose to act on civilians due to the sensationalism that is generated in the media and its almost instantaneous global coverage.</b></p>		

Question 53

Skill	Learning Objective	Unit
	Unit 9: Learning Objective E Explain how social categories, roles, and practices have been maintained and challenged over time	4
<p>A. Incorrect. In the passage Nelson Mandela is making it clear that the government of South Africa is hampering the educational opportunities of Africans. As such, Mandela is making the point that only through education will the Africans have an opportunity to improve their own lives and the production capabilities of South Africa.</p>		
<p><b>B. Correct. In paragraph one, Mandela is claiming that the laws of South Africa and the lack of ability to improve in work skills or pas are designed to preserve the discriminatory practices of the white government. Mandela and the movement he founded were very active in protesting these limitations. He was so outspoken that he kept getting jailed for over 27 years until international pressure contributed to the transfer of power to a democratically elected government. Mandela served as the nation’s first black president 1994 - 1999.</b></p>		
<p>C. Incorrect. In paragraph three, Mandela provides a list of ways that the white government restricts the economic opportunities of Africans. Not just color barriers, but also what jobs are restricted, the inability to form a union to represent their collective voices, and their lack of skills.</p>		
<p>D. Incorrect. Paragraph three shows that it was illegal for Africans form unions.</p>		

Question 54

Skill	Learning Objective	Unit
	Unit 9: Learning Objective E Explain how social categories, roles, and practices have been maintained and challenged over time	4
<p><b>A. Correct. The overarching message of Mandela from the Rivonia Trial is that without the Africans acquiring greater skills and more importantly abolishing that laws that restrict the upward mobility, the blacks in South Africa will not be able to improve politically, economically, and socially. Achieving equality for the black Africans was a lifelong mission of Mandela occurring over 60+ years of his life.</b></p>		
<p>B. Incorrect. While this response towards stopping the food subsidies to African school children is cruel, this was not a significant reason why the native African community was unable to improve its standard of living. Larger issues are founded on lack of education and opportunity to advance due to restrictive laws associated with apartheid.</p>		
<p>C. Incorrect. Since unions for black African workers were banned, there was no participation in collective bargaining.</p>		
<p>D. Incorrect. The passage is unclear if the workers are whites from South Africa or white foreigners living in South Africa. Therefore this statement can not be validated as true.</p>		

Question 55

Skill	Learning Objective	Unit
	Unit 9: Learning Objective E Explain how social categories, roles, and practices have been maintained and challenged over time	4
<p>A. Incorrect. While both might see this is important at some level, Mandela would make the argument that better healthcare for a mother would take a backseat to an oppressed majority in South Africa striving for not only equality but to be treated as a human being with natural rights.</p>		
<p><b>B. Correct. Both would make the argument that education is the key to becoming more self sufficient and life changing. Through education, individuals can acquire valuable skills to have greater economic power and better understand the intricacies of a democratic political system in order to create the best society for the most people.</b></p>		
<p>C. Incorrect. As the century progressed, women became more vocal. In many areas of the world, women achieved the right to vote after World War I. Throughout the 20th century, protest movements for equality and equity crossed color and ethnic barriers, social class barriers, and gender barriers. In the latter half of the century, women’s movements have encouraged empowerment rather than depending upon men to do things for them.</p>		
<p>D. Incorrect. The opposite is true. This is especially true in light of social media and other communication devices available to people today. Movements span the globe rather quickly and the voice of women is rising around the world.</p>		

## SAQ 1 - Rationales for Imperialism

### Part A

The prompt requires the student to describe ONE image that reflects a motivation for European imperialism.

Acceptable answers might include:

1. The German and the Russian appear to be grabbing land. This would relate to the search for natural resources.
2. Students may notice that the German and Russian bags are basically empty while the British man is looking on with a full bag behind his back.
3. Students could write about competition for land to support their nationalist quest to be number one.

### Part B

This prompt asks the student to connect Social Darwinism and imperialism.

Acceptable answers might include:

1. Imperial powers used the idea of Social Darwinism to justify **why** they do what they do. While Darwin's theories were applied to plants and animals, the Western Europeans used the "survival of the fittest" model to apply to themselves to explain why the whites were able to conquer the world. To do this, the imperial powers made the argument that the Western powers became world powers because they were stronger and better than the other societies. As a result, it was a reason why they were able to conquer other places.
2. Social Darwinism was used to make the claim that it was the "White Man's Burden" to save the people of color and improve their societies. The way that the West accomplished this was through imperialism. Unfortunately for the conquered peoples, they were treated like second class citizens in their own countries and became very dependent on the imperial powers to survive day to day.

### Part C

The prompt requires the student to provide an example that connects nationalism and imperialism that does not have anything to do with the Scramble for Africa or Central Asia.

Acceptable answers might include:

1. During the Scramble for Africa in 1880s, European nations grabbed up lands. Ethiopia (in north east Africa) was to be a colony of Italy. However, the native Ethiopian King Menelik II inspired his people to fight back against the Italians rather than live under their rule. This was the only African nation that successfully resisted Western conquest.
2. The nationalist movement led by Ho Chi Minh in Vietnam was met with resistance from the French who ruled over the region. Ho Chi Minh was in Versailles 1918-1919 and entered a claim to have self determination. The French refused and this would ultimately lead to the Vietnam war.
3. A Jewish nationalist movement Zionism had been around since the late 1800s as a reaction to European anti-semitism and got an advantage from Britain's imperial power. The Zionist movement achieved the creation of a Jewish state in Palestine (now Israel) part of the British mandate shortly after World War II. Arabs were kicked off their land and almost immediately challenged Israel's imperial power and continues to the present.
4. Western imperialism wreaked havoc on Chinese society through much of the late 1800s. Around World War I, an initial nationalist movement to break free of Western imperialism led to the overthrow of the Chinese monarchy. A second nationalist movement led by Mao Zedong evolved into a civil war between Chinese leaders who wanted to remain connected to the imperial powers and the communists that wanted to drive out the West once and for all.

## SAQ 2 - Mass Atrocities after 1900

### Part A

Using the chart, describe one economic reason for a mass atrocity

Acceptable answers include:

1. Soviet Collectivization- when Joseph Stalin came to power, his first 5 year plan was designed to increase agricultural production. This led to the farmers in the Ukraine protesting against the Soviet government taking away their farms and taking their crops so they could not sell it to others to support their family. In communism, the state is what matters not the individual. As a result, in the winter of 1932-1933 Stalin viewed the farmers of the Ukraine as traitors and after seizing the crops, refused to return any to the region. Over the course of that winter, it is estimated that around 5 million men, women, and children were starved to death. It is referred to as the Ukrainian famine aka the Holodomor.
2. Chinese collectivization- Mao Zedong attempted to do what Stalin did in the Soviet Union. Mao's plan was called the Great Leap Forward between 1958 and 1962. It was a dismal failure and resulted in the Great Chinese Famine starving somewhere between 18 million and 40 million people depending on who (or what group) is creating the statistics.

### Part B

Using the chart, describe ONE political reason for a mass atrocity

Acceptable answers include:

1. Soviet Great Terror 1936 - 1938 - when Stalin purged those whom he felt could threaten his power. This included political dissidents, elites in Russia, ethnic minorities, and person's within his own party (including his military officers). It lasted approximately 2 years and claimed over 1 million lives.
2. The Holocaust- Program for the internment and execution of over 6 million Jews located in German controlled regions of Europe. Hitler convinced the Germans that the Jews were responsible for the economic troubles and loss of World War I and that they needed to be eliminated. In addition to the Jews, it is estimated that nearly 5 million others such as gypsies, church leaders, handicapped were also killed in the camps.
3. Cambodian genocide led by communist leader Pol Pot between 1975 and 1979. His goal was to eliminate any remnants of capitalism, western culture, religion, cities, intellectuals, and return Cambodia to an agrarian society run by peasants. Over 20% of the population of Cambodia (about 2 million people) died over the 4 years from starvation, being overworked, and executions.
4. China's Cultural Revolution 1966 - 1976 led by Mao Zedong. Goal was to purge Chinese society from any remnants of intellectualism (teachers were killed), political opponents, and even purging his own ranks in order to establish absolute control over China. Youth were recruited to join the Red Guard, an ultranationalist group, that traveled throughout China to praise Mao and at the same time root out resistance. It is estimated that between 2 - 4 million people (some claim higher) were killed.
5. Rwandan Genocide. This was caused by tribal disdain between the Hutus and Tutsis in Rwanda. Under imperialist Belgian rule, the Tutsis, the weaker tribe allied themselves with the imperialists in order to gain favor. This was not forgotten by the Hutus when the Belgians pulled out during decolonization. The Hutus attempted a genocide of the Tutsis from April thru July 1994. In approximately 12 weeks, about 1 million Tutsis were massacred by the Hutus mainly through the use of machetes. The United Nations brokered a peace treaty.

### **Part C**

Using the chart, explain ONE similarity between two mass atrocities that were not chosen for A or B.

Answers will vary depending upon which ones were chosen for Part A and B

1. Armenian, Pakistan, and Rwandan genocides - based on ethnic differences
2. Holocaust, Pakistan, and Armenian genocides - based on religious differences
3. Soviet and Chinese collectivization - based on agriculture
4. Japanese (Nanjing) and Rwandan genocides - based on belief of cultural superiority
5. Chinese Cultural Revolution, Soviet Great Terror, and Cambodian Genocide - based on purges of undesirables - all communist nations

### SAQ 3 - Nationalism and Revolution

#### **Part A**

Describe ONE political consequence as a result of a Latin American Revolution between 1750 - 1900.

1. Following Latin American revolutions powerful caudillos came to power to fill the vacuums of power left by the Spanish government.
2. Caudillos, after taking control, used the countries for their own benefit.
3. Simon Bolivar in his Jamaican letter expressed little hope that the Latin American leaders would be able to manage their countries well. The leaders have almost no political experience nor do they work well together.
4. The Haitian Revolution was able to create the first black democratic nation in the West.

#### **Part B**

Explain one successful nationalist movement that occurred between 1800 and 1900.

1. German reunification
2. Italian reunification
3. Mexican Revolution 1820 from Spain
4. Ethiopia from Italy
5. Greeks from the Ottoman Empire
6. Serbia from the Ottoman Empire
7. Haitian Revolution 1804
8. Belgium from the Netherlands (Dutch)
9. Hungary from Austria (dual monarchy)

#### **Part C**

A reason for a failed nationalist movement between 1800 and 1900

1. The nations in the Concert of Europe put down ethnic nationalist revolutions in both 1830s and 1848 across Europe.
  - a. Lack of allies for revolutionary ideas
  - b. Weak military support of revolutionaries vs strong militaries of monarchs
  - c. Poland crushed by the Russians
  - d. Italians crushed by Austria 1830 & 1848
  - e. Germanic states crushed by Austria 1848
2. Napoleon's overexpansion to create a French empire led to his demise.
3. Revolutionaries could not agree on goals which resulted in disorganization and infighting that contributed to failures

## SAQ 4 - Rise of European Empires

### **Part A**

Students need to provide one cross cultural diffusion of technology that facilitated the rise of European Empires.

Answers may include:

1. Gunpowder from China or Ottoman Empire during the conquest of Constantinople increased competition and military power against other European powers. In addition, that military power would be used to create empires through fear and warfare.
2. Ship building technology transferred from Arab merchants allowed long distance travel to Afro-Eurasia and the New World.
3. Navigational equipment to facilitate sea travel such as astrolabe and sextant. Allowed for better mapping and find their way as they crossed the Atlantic Ocean.

### **Part B**

Students need to describe one way that the arrival of the Europeans changed Indian Ocean trade.

Answers may include:

1. New markets for sale of goods (porcelain, jade, silk, etc) were created in Europe. This increased demand led to regions to expand their production.
2. Europeans challenged the existing merchants, mainly Muslims, and local sellers in the port cities. At first the Europeans played nice and bought items for higher prices to appease local sellers. As time progressed, the Europeans dominated the markets more and more until they took over. Sometimes with contracts (such as the British) and other times with conquest (such as the Dutch and the Portuguese).
3. Prior to the arrival of the Europeans trade across the Indian Ocean was freely open to merchants between the partners from China all the way to Africa. However with the arrival of Europeans, empires created chokepoints and implemented taxes and permits that ships needed to buy. If a ship was found to be trading without a permit, the ship was sunk and its personnel was either put in slavery or killed. This occurred around the Spice Islands and the Malacca Strait that gave access to East Asia.

### **Part C**

Students need to explain one economic strategy used by the Europeans to expand their power and influence around the globe.

Answers may include:

1. The European powers used mercantilism to drive their expeditions in search for gold and silver during Europe's colonial expansion. The colonial powers then used these precious metals to trade for goods in Africa and Asia (but mostly Asia). China only accepted silver. On the one hand, Europeans were able to use their new found spending power to not only acquire goods but also fund the creation of large and well armed navies and armies.
2. The European powers used joint stock companies such as the British East India Company or the Dutch East India Company to develop the trade markets without having government expenses. For the governments, this allowed a strong revenue stream of taxation of both imports and exports of finished goods. As a result, the adoption of the economic strategy of joint-stock companies passed all the risk of sunken ships and poor expedition results onto the companies and their stockholders.

### **Unit 8: Learning Objective K**

Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

#### **Prompt:**

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

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

### **Document Key**

#### **Doc 1**

This document provides context the the rationale of the International Olympic Committee to grant the Soviet Union's request to participate in the games and provide their representative a seat at the decision table. The political issues between the West and the communist states of China and the USSR are deteriorating and the IOC sees this as an opportunity to foster a greater sense of community for nations of the world in an effort to fulfill its charter.

#### **Doc 2**

This document is part of the Olympic Charter. In the 1955 version, its main focus is just a reminder to the competitors that the game is not a political battleground but rather a competition among athletes. The 1972 version gets more explicit in defining the role of the games showing a change over time of the Olympic committee to respond to the growing tensions within the Cold War. Vietnam, the Munich attack, Nixon going to China, etc. The committee is explicitly telling the competitors that it is wrong for nations to celebrate the victories of one country over the other rather than the athletes.

#### **Doc 3**

This document provides details about the Soviet POV about the games and that the games will demonstrate that the Soviet system is better because the athletes are better. It reinforces that while the USSR and the USA avoided direct contact on the battlefield, they could challenge each other for dominance in public spectacle in symbolic combat. It affirms that yes there was a profound impact that was not a secret. (at least from the USSR POV)

#### **Doc 4**

This image shows the celebration by the US Hockey team. The phrase Miracle of Ice hints to the social nature of the victory as beating the Soviets was considered a miracle. Combined with a 20 year drought of losing to the Soviets, the celebration of the players is indicative of the US public as well. This document also highlights the POV of a US hockey player. Expressing this was just a hockey game and it was about winning the game for themselves not for the USA. If Americans want to believe it was for the country, okay, but the players were in for the win and self pride.

### **Doc 5**

The US President Carter used the games in Moscow to protest the Soviet invasion of Afghanistan believing that if the US went, the USA would be supporting a hostile takeover. Although the charter prohibits using the games to make political statements, (think black power of US track athletes at the 1968 Mexico City games) the president did it anyway and got others to follow. For legitimacy, he also banned fishing licenses but that was just a ploy to dispel the arguments concerning why only the athletes should suffer.

### **Doc 6**

This document about what happened in the USA in 1952 reflects the general social and political undercurrents of the games. Saying that it's about time that the USA shuts them up in sports just as in the Cold War events elsewhere. Also promising that the US should not relent any ground until the end of the Berlin Wall, the symbol of Soviet oppression from that time period.

### **Doc 7**

This chart shows change over time in the total medals won by each country in the Olympic games during the Cold War. Students should see a pattern that the Soviets typically did better the US athletes. Events regarding the olympics are included as a way to assist students in linking to other documents.

### **Contextualization**

Answers include one or more of the following:

1. Set the stage for the Olympic competitiveness between the West and East by discussing briefly the political climate between the sides. This could include the arms race, the space race, the Berlin airlift or Berlin wall, the proxy wars, Cuban Missile Crisis, Flexible Response, Mutually Assured Destruction, or competition for world domination through alliances to block spread.
2. Students may discuss briefly the social competitiveness of athletes by mentioning Nadia Comenci and the perfect 10 in gymnastics setting a new bar. There was a renewed interest in gymnastics all around the world. Also, the East set new bars in the ice skating competitions as well in the winter Olympics. Lastly athletes in the East, especially the Soviets, put athletes into government run programs for development and training. They did this full time and the West argued that the athletes were then professionals which was against Olympic rules. This was not the case in the West as the teams, comprised mostly of college athletes, were assembled from local up to national competitions to earn places on the teams.

## **Possible Thesis Statements**

1. The Cold War had a dramatic effect on the manner with which nations and athletes from the Soviet Union and The United States interacted with each other during the Olympic games.
2. The Olympic games were definitely impacted by the intense competition for athletic superiority between communist and democratic countries during the Cold War.
3. The Olympic games during the Cold War were heavily impacted politically as nations used the competition as a way to show the superiority of communism or democracies. In addition, The support by its citizens and media also contributed to the non-athletic competitiveness of the games.
4. The Cold War had an intense effect on competitiveness between the communist countries in the East and the democracies in the West. This spilled over into the world of sports at the Olympics in the form of boycotts, rivalries over dominance within a sport, and the promotion of nationalist fervor that was against Olympic rules.

## **Examples of Sourcing**

1. Document 2 - The purpose of the excerpt from the Olympic Charter is to highlight the intended spirit of the games as one between athletes and not nations. The reason for this is the International Olympic Committee wants to keep politics out of the games and celebrate the best athletes in the world. All in an effort to foster friendship and cooperation across the globe.
2. Document 3 - Even though the games are intended to be an athletic competition devoid of politics, the Soviet media makes the point that games are much more. This is because the media is part of the propaganda machine in the Soviet Union and helps send the message that the communist system is better than the democratic system of the West.
3. Document 5 - This document shows the historical context of the Olympic Games as a political weapon. The President of the United States has directed the US Olympic team to withdraw from the 1980s Moscow Olympics. The reason for this is the Soviet invasion of Afghanistan earlier in the year. By doing this, he intends for the US to lead the way in shaming the Soviets on the world stage as aggressors and taking what was an opportunity for the Soviets to shine to one of international disgrace.

## **Evidence Beyond the Documents**

1. Students must relate the piece of evidence (either a political or social effect of the Cold War on the Olympic Games) to the prompt .
2. The evidence must be outside the documents meaning the evidence is not mentioned within a document.
3. May not be a piece of evidence that was used to earn a different point (ie contextualization).
4. Students must explain HOW or WHY the evidence is related to the prompt.
5. EBD examples include:
  - a. Competitiveness of other Soviet Bloc countries such as East Germany and Romania as an additional way to demonstrate that the communist system overall is superior to the West. East Germans competed against West Germans. Most often East Germany scored higher.
  - b. Sporting events other than hockey such as gymnastics, skiing, weightlifting, etc. where students can demonstrate East vs West competition. As a means to demonstrate that the communist system is superior to the West.
  - c. State funding of athletic programs especially in the Soviet Union. Winning athletes were paraded as heroes and those that lost would be treated negatively as an embarrassment to their country. In addition, intense scouting programs developed to ensure that the individuals with the best chances of winning became part of the programs.
  - d. In 1956, the Soviet Union invaded Hungary after it started to protest against Soviet occupation. A water polo match was very physical as teams exchanged punches and kicks. When a Soviet player's actions left a Hungarian player bleeding in the water, the match was called off. This type of action is against Olympic rules.
  - e. In 1972 a basketball game between the US and the Soviet Union was mired with bad officiating that allowed a Soviet victory by one point. The US team protested the game because they felt that the shifting of possession from the US end of the court to the Soviet end in the final seconds allowed the Soviets to score the winning basket. The US refused the silver medals and has never picked them up.
  - f. Athletes on the medal stands would turn away from the Soviet flag during the medal ceremonies as a sign of protest.
  - g. After the boycotts of 1980 and 1984, media mogul Ted Turner created and held the Goodwill games from 1986 - 2001 as a way to heal Cold War politics at the Olympics. The first was held in Moscow, which banned athletes from Israel and South Korea. Ended as a result of lack of interest, declining ratings, and the end of the Cold War.

## **Answer Key for LEQs 2 thru 4**

### **LEQ 2 - Labor Systems - Americas and/or Indian Ocean Region between 1200 to 1750**

#### **Prompt:**

*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.**

#### **Contextualization - examples that would earn a point (1 pt)**

Centuries before the Atlantic slave trade and arrival of the Europeans, the use of slaves throughout the Indian Ocean trade system was occurring. While this is much less known than the Triangular trade, it is no less important. Due to the commodity crops being grown for export, such as cotton, rice, sugar cane, and indigo, areas such as China, Africa, and the India needed to create labor systems to acquire the manual labor so landholders can be profitable. The arrival of the Europeans helped to spread the institution of slavery to other areas along with the spread of cash crops within their holdings in the New World. In addition across the region filled with spices, these locations needed labor to meet the newfound demand.

The victory of the Muslim army and the fall of Constantinople drove the European leaders to find another way to reach China and India. As they sailed westward across the Atlantic, they arrived in the Americas. This accident would lead to the Columbian Exchange. While the search for gold and silver was important, it was also equally important to the development of cash crops for export to Europe. The indigenous populations proved to not be well suited for plantation economies as they ran away into the surrounding terrain and died from the European diseases. This led to the growth of the Triangular Trade and the use of coerced African labor.

#### **Potential Thesis Statements - examples that would earn a point (1 pt)**

1. As the Spanish developed Mesoamerican agriculture, the need for labor greatly increased. The Spanish used two systems, the *encomienda* and *mit'a*, in order to meet this increased demand for agricultural products.
2. Throughout the Americas, the European use of imported African labor grew exponentially in order to meet the high consumer demands for sugar, tobacco, and cotton in Europe.
3. The meteoric rise in demand of unique foods from the Americas created an explosive growth in the use of slaves in the New World. The Europeans developed vast plantation economies based on cash crops of foods found in the New World such as corn and potatoes but also the transfer of Old World crops such as sugar and citrus trees.

**Evidence (min 2) - examples that would contribute to earning a point (1 pt)**

Answers may include the following:

1. Mit'a system
2. Encomienda system
3. Plantation economy
4. Slavery ( In Americas, Africa, or Indian Ocean trade system)
5. Indentured Servitude

**Supports an argument (min 2) - using the evidence to support an argument regarding the prompt (1 pt)**

- This will be student driven based on their writing
- Uses phrases such as “the reason for this is...” “this happened because” to explain the relevance of each piece of evidence to the prompt

**Use Historical Reasoning (causation, comparison, or continuity/ change over time) to support an argument related to the prompt (1 pt)**

- This will be student driven based on their writing
- Uses phrases to connect information that relates to the argument such as comparison (“this is similar to...”), or (“unlike ‘X,’ Y contradicts/ is different because”), causation (X had an effect upon Y), or continuity and change over time (“While X was the same over the time period, Y occurred and effected a change in...”) to explain the relevance of each piece of evidence to the argument,

**Demonstrates complex understanding of the historical development that is the focus of the prompt to corroborate, qualify, or modify an argument that addresses the prompt (1 pt)**

- This will be student driven based on their writing
- This point is earned by skilled writers who are writing excellent arguments throughout the essay.
- Complexity, although the rubrics claims it’s possible, typically can not be earned by writing a sentence or two.
- Complexity is threaded throughout the argument and ties it together like glue. Flow is critical in a well crafted essay.
- This is referred to as “the unicorn point.” Unfortunately, there is no specific means provided by the College Board for exactly what this looks like and that makes it really hard for the teachers to craft lessons to teach how to do it. Quite frankly is this more frustrating to your teachers than it is to you because we want you to do well. Hopefully with this year’s exams, more and more samples will be generated so your teachers will have more references. Thanks for trying your best.

### **LEQ 3 - Impact of Technology on social hierarchies between 1500 - 1900**

#### **Prompt:**

*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.**

#### **Contextualization - examples that would earn a point (1 pt)**

The 1700s were a time for a great shift in the use of technology to transfer tasks that were done by hand into jobs done by machine. This shift in manufacturing methods would impact the lives of people as many tasks moved from things done within the home or village to living in a city and working in factories doing highly specialized mundane tasks.

The agricultural revolution as a result of the Enclosure movement in Britain sent a lot of people to the cities. On the farms, machines began doing the work of multiple people and the same was true in the cities as well. This industrialization would lead to changes in the relationships within families,

#### **Potential Thesis Statements - examples that would earn a point (1 pt)**

1. Technology had a large effect on the relationships between upper and lower classes as a result of the growth of the factory system.
2. As Industrial economies in Britain and other countries, technology and innovation led to a substantial restructuring of social hierarchies. From the displacement of farmers into the cities to become factory workers and the development of management to run the operations, the division of labor created a new class of both men and women and forever changed modern society.
3. While the average farming family contributed to daily life and chores more equitability in order to survive, life in the factories greatly strained the relationships between family members through long hours, poor working conditions, and redefined gender roles especially for women.

#### **Evidence (min 2) - examples that would contribute to earning a point (1 pt)**

Answers may include the following:

1. Industrialization in factories
2. Industrialization in farming
3. Gender roles
4. Immigrants for building of railroads

#### **Supports an argument (min 2) - using the evidence to support an argument regarding the prompt (1 pt)**

- This will be student driven based on their writing
- Uses phrases such as “the reason for this is...” “this happened because” to explain the relevance of each piece of evidence to the prompt

**Use Historical Reasoning (causation, comparison, or continuity/ change over time) to support an argument related to the prompt (1 pt)**

- This will be student driven based on their writing
- Uses phrases to connect information that relates to the argument such as comparison (“this is similar to...”), or (“unlike ‘X,’ Y contradicts/ is different because”), causation (X had an effect upon Y), or continuity and change over time (“While X was the same over the time period, Y occurred and effected a change in...”) to explain the relevance of each piece of evidence to the argument,

**Demonstrates complex understanding of the historical development that is the focus of the prompt to corroborate, qualify, or modify an argument that addresses the prompt (1 pt)**

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## **LEQ 4 - Political and Economic Factors related to Decolonization in Africa or Asia between 1850 - 2000**

### **Prompt:**

*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.**

### **Contextualization - example that would earn a point (1 pt)**

During the age of colonization and imperialism, European powers often ran the day to day affairs in their colonies. This was especially true in colonies of color. Due to the belief in Social Darwinism and the White Man's Burden, there was very little indigenous input or leadership in European colonies in Africa or Asia. In addition, due to industrialization, the resources in these regions were both exploited and exported as well. This approach towards government and economics ensured that these regions paid a heavy price that is still causing issues into the present..

### **Potential Thesis Statements - examples that would earn a point (1 pt)**

1. Intense political rivalries between African tribes and the rise of dictatorships developed in the wake of decolonization. As former colonies struggled with leadership, they also had to contend with developing viable economic systems that would serve their nations rather than their former colonial masters.
2. India is a prime example of issues that resulted from decolonization and the process lasted for decades. Intense rivalries between Hindu and Muslims arose as both sides feared being ruled independently by the other. Severe difficulties arose as British exploitation of India's people and resources became a catalyst for resistance movements to change the economic conditions in India.

### **Evidence (min 2) - examples that would contribute to earning a point (1 pt)**

Answers may include the following:

#### Political

1. Issues related to nations being unprepared for leadership roles including uniting nations without use of force.
2. Building cohesive cooperation in the goals for the new nation.
3. Still depending on former colonial power or find a new partner to help stabilize government
4. Weeding out corruption and people who are in it for themselves rather than the nation.
5. Dealing with religious or ethnic conflicts within the new nations borders.
  - a. Rwanda
  - b. Armenian Genocide
  - c. Sudan
  - d. India/Pakistan / Britain
  - e. Pakistan/ Bangladesh / Britain
  - f. Vietnam/French
  - g. Trans-Jordan (Palestine, Jordan, Iraq) / Britain

## Economic

1. Lack of infrastructure for nations to be independent financially. (roads, water, railroads)
2. Development of extracting the natural resources or finding new sources and markets to sell them in order to create a revenue stream
  - a. Oil from Nigeria
  - b. Oil in Sudan
  - c. Oil in Iran or Iraq
  - d. World Bank
  - e. International Monetary Fund

### **Supports an argument (min 2) - using the evidence to support an argument regarding the prompt (1 pt)**

- This will be student driven based on their writing
- Uses phrases such as “the reason for this is...” “this happened because” to explain the relevance of each piece of evidence to the prompt

### **Use Historical Reasoning (causation, comparison, or continuity/ change over time) to support an argument related to the prompt (1 pt)**

- This will be student driven based on their writing
- Uses phrases to connect information that relates to the argument such as comparison (“this is similar to...”), or (“unlike ‘X,’ Y contradicts/ is different because”), causation (X had an effect upon Y), or continuity and change over time (“While X was the same over the time period, Y occurred and effected a change in...”) to explain the relevance of each piece of evidence to the argument,

### **Demonstrates complex understanding of the historical development that is the focus of the prompt to corroborate, qualify, or modify an argument that addresses the prompt (1 pt)**

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