

Practice Exam #1

ANSWER KEY and SCORING GUIDE

1. ANS: B

The correct answer is Europe had many large and diverse states.

The map shows a wide range of political entities. It does not show any cultural, religious, or economic characteristics of Europe

REF: Topic 1.6 OBJ: Unit 1: Learning Objective L NAT: KC-3.2.I.B.ii

2. ANS: D

The correct answer is Mongol Invasions of the 13th century.

The Mongol Invasion, namely, the Golden Horde, caused the complete reorganization of Russian society in the 13th and 14th centuries. The conversion of Vladimir to Orthodox Christianity and Election of Michael Romanov could be considered monumental events in Russian history, however, they happen outside of the time period indicated by the question. The fall of Constantinople effected the trade of Novgorod and Kiev, but the Mongol invasions force the Princes and Russian people to reorganize their society.

REF: Topic 1.6 OBJ: Unit 1: Learning Objective K | Unit 1: Learning Objective L NAT: KC-3.2.I.B.ii

3. ANS: A

The correct answer is Despite political fragmentation, Western Europe was economically similar.

The other options are all factually incorrect, or at best, unprovable.

REF: Topic 1.6 OBJ: Unit 1: Learning Objective M NAT: KC-3.3.III.C

4. ANS: C

The correct answer is Ongoing wars with invaders from the Asian Steppe.

Throughout its history, China has been engaged in wars with invaders from north of its borders. There are no references to military technology or trade in the passage. There is also no reference to use of mercenary troops.

REF: Topic 1.1 | Topic 1.7 OBJ: Unit 1: Learning Objective A NAT: KC-3.2.I.A

NOT: The Key Concept states that states “Empires and states in Afro-Eurasia and the Americas demonstrated continuity, innovation, and diversity in the 13th century.” I think that the historical invasions of nomads from the Steppe can be considered in this, especially if trying to Contextualize the Chinese state in 1200

5. ANS: D

The correct answer is “Then report to the emperor”.

This answer demonstrates the importance of the ruler in the Confucian hierarchy.

REF: Topic 1.1 OBJ: Unit 1: Learning Objective A NAT: KC-3.2.I.A

6. ANS: D

The correct answer is the Manchurian invasion of China in 1618.

The Manchu invasion in 1618 was an example of an invader from north of China's borders, which is similar to the Jingkang invasion referenced in the poem. The Japanese invaded China in 1937, not the Korea. The Aztec conquest and the Chinese conquest were both examples of large empires expanding into neighboring states and demanding tribute.

REF: Topic 3.1, 3.4 OBJ: Unit 3: Learning Objective D NAT: KC-4.3.II.B

7. ANS: D

The correct answer is Use of foreign craftsman to rebuild cities.

The Mongolians regularly imported craftsmen to help rebuild areas they conquered. Frankopan refers to a large number of Chinese workers relocating to Samarkand soon after its conquest. The Mongols did increase trade along the Silk Road and frequently executed enemy leaders, but these are not referenced in the passage. The passage indicates that the Mongols did not effectively employ historians in their conquests.

REF: Topic 2.2 OBJ: Unit 2: Learning Objective C NAT: KC-3.2.II.A.ii

8. ANS: D

The correct answer is Those who record history have biases that effect their writing.

There is no source that is not biased. Mongols were literate and did record their history, but others painted them in a negative light. The political relevancy of a document highlights a different problem faced by historians, one of contemporary bias.

REF: Topic 2.2 OBJ: Unit 2: Learning Objective C NAT: KC-3.2.II.A.ii

9. ANS: D

The correct answer is Golden Age of the Silk Road as an international trade route.

The Pax Mongolica was one highlighted by the rise of trade along the Silk Road. The same area did not see the creation of cultural or political artifacts that remained beyond the era of Mongolian domination.

REF: Topic 2.2 OBJ: Unit 2: Learning Objective C Unit 2: Learning Objective D NAT: KC-3.2.II.A.ii

10. ANS: C

The correct answer is The binding of girl's feet in China.

The practice involves a physical alteration of a woman's body. This is more similar to sati than forcing a widow to remarry, which, although also a reflection of a patriarchal society, does not do physical damage to a woman. The law referring to male inheritance is European Salic Law (although similar laws exist in other societies). Women in the New World were not allowed to become priests in the Catholic church

REF: Topic 1.3 OBJ: Unit 1: Learning Objective G NAT: KC 3.1.III.D.iv

11. **ANS:** **A**

The correct answer is the position of women as second-class members of Indian society.

This is because sati, the ritual suicide of a widow on her husband's funeral pyre, is considered to be a classic example of a patriarchal society. Therefore, women are not to be considered first-class members of Indian society. The other answers are factually incorrect.

REF: Topic 1.3 OBJ: Unit 1: Learning Objective G NAT: KC 3.1.III.D.iv

12. **ANS:** **C**

The correct answer is The complex social organization of noble wives and concubines.

The prints are arranged in a pattern with one print at the top of a "pyramid" of handprints. That one is more elaborate in its design and framing. The prints moving lower on the wall have simpler frames with the lowest rows having one frame for multiple prints. This implies that there is one member of the man's retinue who is viewed as superior to the others. The physical height of a woman, either in her body or in the handprint, is unknowable by looking at the image. The idea that an ideal woman would be willing to commit sati implies that a woman would have a choice in the matter. There is no accounting of wealth in the Hindu system of reincarnation.

REF: Topic 1.3 REF: OBJ: Unit 1: Learning Objective D NAT: KC 3.1.III.D.iv

13. **ANS:** **B**

The correct answer is Silk.

Silk was the prime luxury good exported from China. Silver was used by European nations trading with China. Neither wool or cotton were major goods exported from China.

REF: Topic 2.1 OBJ: Unit 2: Learning Objective A NAT: KC-3.3.I.B

14. **ANS:** **D**

The correct answer is Opium.

The British introduced Opium as an alternative to silver. The other choices are all drugs but were not major trade goods between China and Britain. British trade in opium led the Qing government to outlaw the drug, leading, eventually, to the Opium Wars. A series of conflicts that relegated China to a British sphere of influence.

REF: Topic 6.5 OBJ: Unit 6: Learning Objective E NAT: KC 5.2.I.E

15. **ANS:** **A**

The correct answer is the Japanese Acts of Seclusion.

These laws attempted to prevent most Europeans from entering Japan. The aim of the Canton System in China was the same. The Devshirme was the Ottoman conscription for the Janissary corps. The other answers do not relate to the question.

REF: Topic 4.4 | Topic 4.5 OBJ: Unit 4: Learning Objective E | Unit 4: Learning Objective H
NAT: KC 4.1.IV.C | KC-4.3.II.A.i

16. ANS: B

The correct answer is Economic success as a result of monopolistic policies.

Members of the Cohong, a guild of merchants in Canton, could earn a fortune due to the lack of competition. There was no promise of rewards by the Emperor. The Cohongs were not isolated politically as their wealth gave them influence with the government.

REF: Topic 4.4 | Topic 4.5 OBJ: Unit 4: Learning Objective E | Unit 4: Learning Objective H

NAT: KC 4.1.IV.C | KC-4.3.II.A.i

17. ANS: D

The correct answer is The Ottoman Empire practiced Sunni Islam and the Safavid Empire practiced Shi'a Islam.

The Safavid Empire became Shi'ite under the reign of Shah Ismail.

REF: Topic 3.1 | Topic 3.3 OBJ: Unit 3: Learning Objective A | Unit 3: Learning Objective C

NAT: KC-4.1.VI.ii | KC-4.1.VI.ii

18. ANS: B

The correct answer is Religious authority over the umma.

Leaders of both Ottoman Empire and Safavid Empire will claim to lead the Umma, community of Muslim believers. The Ottomans will do so by linking the role of Sultan to the historical position of Caliph. The Safavid shahs will use the role of the Imams in the line of Ali (fourth Caliph) as the legitimacy for their authority. The Ottoman Empire will control Jerusalem. Neither leader is a direct descendant of Muhammad (and neither will claim to be so), and rather than debating their theological knowledge, both Selim and Ismail are more concerned with the legitimacy of their branch of Islam on a general scale.

REF: Topic 3.3 OBJ: Unit 3: Learning Objective C NAT: KC-4.1.VI.ii

19. ANS: A

The correct answer is the Columbian Exchange.

While Diaz believed he was looking at cotton, cotton itself will later travel from the Eastern Hemisphere to the New World and cacao will be introduced to Europe in the form of chocolate.

REF: Topic 4.3 OBJ: Unit 4: Learning Objective D NAT: KC-4.1.V

20. ANS: D

The correct answer is The western hemisphere was less developed than the eastern hemisphere.

Europeans often portrayed natives they encountered in the New World as backwards and “uncivilized”. The description by Diaz shows that the Aztec Empire had a complex economic system and a physically large marketplace. The other claims are unsupported by the passage.

REF: Topic 4.5 OBJ: Unit 4: Learning Objective K NAT: KC-4.2

21. **ANS: C**

The correct answer is Mit'a.

The mit'a was an Incan system that required that members of an ayllu participate in public works projects for the Inca for a limited number of weeks each year. Serfdom was the system by which a peasant was tied to a piece of land controlled by a lord. Indentured servitude was a contractual agreement that existed before discovery of the New World. It was also voluntary, unlike the Mit'a. Convict labor implies the use of criminals. This is not associated with the Mit'a as every person was required to participate in the labor.

REF: Topic 4.4 OBJ: Unit 4: Learning Objective F

NAT: KC-4.2.II.D

22. **ANS: C**

The correct answer is Slaves were allowed to marry and could not be sold without consent.

In the Aztec Empire, slaves were not allowed to be soldiers. Slaves could not be sold without their consent and could marry whomever they wanted. Although people could not be born into Aztec slavery, they could choose to become slaves. Slaves could also buy their own freedom or be emancipated by their owner.

REF: Topic 4.4 OBJ: Unit 4: Learning Objective F NAT: KC-4.2.II.D

23. **ANS: D**

The correct answer is Movement of biological organisms.

Horses were introduced to the New World in the Columbian Exchange.

REF: Topic 4.3 OBJ: Unit 4: Learning Objective D NAT: KC-4.1.V

24. **ANS: B**

The correct answer is animals being harnessed to plow fields.

The Columbian Exchange saw the introduction of beasts of burden to the New World.

REF: Topic 4.3 OBJ: Unit 4: Learning Objective D NAT: KC-4.1.V

25. **ANS: D**

The correct answer is Social Darwinism.

The concept, championed by Herbert Spencer, argued that Europeans were the most advanced civilization based on the idea of natural selection. The Enlightenment was more directed towards the acceptance of men as equal. While economic imperialism was a feature of European interaction in the Pacific, Marsden is not referring to it in this passage. The Confucian principles governance of people is not part of the excerpt.

REF: Topic 6.1 OBJ: Unit 6: Learning Objective A NAT: KC-5.2.III

26. ANS: B

The correct answer is Missionaries accompanying European explorers

Marsden is seeking to convert natives to Christianity. This is indicated by his position as a missionary. He is, like the missionaries that accompanied the early European explorers, making some of the first contact with native peoples. He believes that he is civilizing the natives he encounters. There are countless other examples of this throughout history.

REF: Topic 4.5 OBJ: Unit 6: Learning Objective A NAT: KC-5.2.III

27. ANS: D

The correct answer is “Racial prejudice towards Tahitians who traveled to Britain”

Natives of lands that were conquered during the imperial age were frequently treated poorly by citizens of the nations that conquered them. Migrants to England were not assimilated into English cities, they were often forced into ethnic enclaves. Local customs were often outlawed, as Christian missionaries attempted to “civilize” natives. Local economies quickly became dominated by those who conquered them.

REF: Topic 6.7 OBJ: Unit 6: Learning Objective H NAT: KC-5.4.III.B KC-5.4.III.C

28. ANS: C

The correct answer is The Enlightenment.

Francia ruled during the early 1800s, soon after the liberation of South America from Spanish rule. He, and other early South American leaders will use Enlightenment writings to guide their decisions and state-building. Industrialization had not reached Paraguay. Although he was a dictator, Francia did not claim to be a monarch. Social Darwinism is not an appropriate answer to this question.

REF: Topic 5.1 OBJ: Unit 5: Learning Objective A NAT: KC-5.3.III.B

29. ANS: B

The correct answer is Personal experiences in Paraguay.

This is an expression of Point of View. The authors were kept in Paraguay as a result of their political beliefs.

REF: Topic 5.1 OBJ: Unit 5: Learning Objective A NAT: KC-5.3.III.B

30. ANS: C

The correct answer is Multinational Corporation.

The Multinational Corporation is a relative of the Joint-Stock Company and was used to reduce risk for investors. Labor Unions developed in the 19th century, largely as a reaction to factory conditions. Trading concerns had both been in existence before this time period and a caravanserai was a stop for land-based traders.

REF: Topic 4.5 OBJ: Unit 5: Learning Objective H NAT: KC-5.1.III.A

31. **ANS: A**

The correct answer is Adam Smith.

Smith wrote *The Wealth of Nations* in 1776 and it is considered to be the basis for the capitalist economic system. Edmund Burke was a Scottish philosopher who criticized the excess of the French Revolution. Thomas Malthus's work dealt with population and food supply. Voltaire was a social and political critic.

REF: Topic 5.7 Topic 5.1 OBJ: Unit 5: Learning Objective H NAT: KC-5.1.III.A

32. **ANS: B**

The correct answer is Economic imperialism.

Economic imperialism uses businesses as the motor that spreads a nation's footprint. Paternalistic imperialism is the type when a nation treats those it has conquered as children, such as was seen by the French in Africa. Direct-Control imperialism is a system where a conquering nation does not allow any self-rule of the conquered. Sphere of Influence was a system where a nation would exert its power to ensure the monopolies but may or may not require a Joint-Stock or Limited Liability Company.

REF: Topic 6.5 OBJ: Unit 5: Learning Objective H NAT: KC-5.1.II.C

33. **ANS: D**

The answer is the Meiji Restoration.

The Meiji restoration was a period of industrial growth and westernization in Japan. This image shows a European style governmental system being held in a room that is similar to many houses of parliament in Europe.

REF: Topic 5.6 OBJ: Unit 5: Learning Objective G NAT: KC-5.2.II.A

34. **ANS: B**

The answer is "the Japanese emperor began to participate in political affairs".

One of the characteristics of the Meiji Restoration was that the emperor took a personal and active interest in the daily goings-on of the state. This movement also eliminated the Shogun as political ruler of Japan.

REF: Topic 5.6 OBJ: Unit 5: Learning Objective G NAT: KC-5.2.II.A

35. **ANS: B**

The answer is Industrialization.

Along with the political changes, the Japanese economy attempted to modernize by building factories and entering into its own industrial revolution. This process was largely successful and led to the rise of Japan as a world power by 1905, when it defeated Russia in the Russo-Japanese war.

REF: Topic 5.6 OBJ: Unit 5: Learning Objective G NAT: KC-5.2.II.A

36. **ANS: C**

The correct answer is Imperialism.

The seated man symbolizes the European (British in this case) powers teaching the African natives. Economic integration and religious conversion were both elements of imperialism but are not directly portrayed in this image. There is no reference to abolitionism in the image.

REF: Topic 6.1 OBJ: Unit 6: Learning Objective B NAT: KC-5.2.I.A

37. **ANS: D**

The correct answer is Paternalistic.

Paternalism was the imperialistic approach that made the assumption that natives were unable to manage the affairs of their states and need to be guided in their governing. The seated man is teaching a lesson to the African native, symbolizing the education that the Europeans felt they were providing.

REF: Topic 6 OBJ: Unit 6: Learning Objective C NAT: KC-5.3.III.D

38. **ANS: B**

The correct answer is Ironic since the European is teaching the African not to hate Europeans.

The irony in the image is that the lesson the African man is being taught is that he should not hate the people who have conquered him. By convincing the natives that they are being helped by the subjugation of Europeans, the white man is hoping to repress any uprising against European invasion.

REF: Topic 6 OBJ: Unit 6: Learning Objective C NAT: KC-5.3.III.D

39. **ANS: C**

The correct answer is Uprising led by secret societies in China.

The Uprising being referenced was the Boxer Rebellion. It was an uprising in China between 1899-1901 led by a group known as the Righteous & Harmonious Fists against the British who had subjugated China economically. The rebellion was backed by the Dowager Empress Cixi. The Taiping Rebellion was a Civil War begun by the Christian leader Hong Xiuquan against the Qing dynasty. It is likely the costliest civil war in world history, in loss of human life. The Balkan Wars and socialist uprisings in Central America were also civil wars.

REF: Topic 6 OBJ: Unit 6: Learning Objective C NAT: KC-5.3.III.D

40. **ANS: B**

The answer is “An attempt to undo centuries of abuse of the peasants”.

Reed explains that the peasants who are fighting are doing so for the right to have land. He states that it has been a goal of the “peon” going back to the original conquest of Mexico by the Spanish. The Catholic Church and Hacienda system were both against the revolution, along with the Mexican ruling class.

REF: Topic 7.1 Topic 7.9 OBJ: Unit 7: Learning Objective A Unit 7: Learning Objective I NAT: KC-6.2.II.D

41. ANS: C

The answer is “Socialism”

Reed describes the causes of the revolution as being tied to the peasant’s desire for land that had been denied to them due to the hacienda system. His tone towards the capitalists is negative, as he states that they were foreigners who took land from the people. Sufism and Abolitionism are not relevant to the prompt or Mexican Revolution.

REF: Topic 7.1 Topic 7.9 OBJ: Unit 7: Learning Objective A Unit 7: Learning Objective I
NAT: KC-6.2.II.D

42. ANS: C

The answer is Chinese revolutionaries in the 1940s

Reed identifies long-term mistreatment of the poor by the land-owning class as a primary reason for the Mexican Revolution. This is similar to the cause of the Chinese Communist revolution, long-term mistreatment by, first, dynastic Chinese rulers and then the Republican government. The Anti-Apartheid movement was protesting a racist social system in South Africa and the Haitian Revolution was an anti-slavery and colonial revolt.

REF: Topic 7.1 Topic 7.9 Topic 8.4 OBJ: Unit 7: Learning Objective A
Unit 7: Learning Objective I Unit 8: Learning Objective D NAT: KC-6.2.II.D KC-6.2.I.i

43. ANS: C

The answer is Paternal condescension towards states to be ruled.

The passage discusses the land that is being divided as “peoples not yet able to stand by themselves under the strenuous conditions of the modern world.” This is a clear statement of paternalism, which is one in which a Western state assumes the role of parent over a less-developed state.

REF: Topic 7.5 OBJ: Unit 7: Learning Objective E NAT: KC-6.2.I.B

44. ANS: C

The answer is Israeli-Palestinian Conflict

One of the causes of the Israeli-Palestinian Conflict is the inefficiencies of the Mandate System after World War 1. The dissolution of the Ottoman Empire left Palestine ruled by Great Britain who promised the land as a future homeland of the Jewish People. This did not take into account the population that lived in this territory. It also demonstrated the overall view of Europeans that non-white populations were not able to manage their own affairs. The ceding of Hong Kong to China was a result of pre-World War 1 treaties between China and Great Britain. The Indian territory was ruled by Britain before World War 1 and was not affected by the mandate system. Anti-colonialism in Latin America generally occurred in the 19th century.

REF: Topic 7.5 Topic 8.6 OBJ: Unit 7: Learning Objective E Unit 8: Learning Objective G
NAT: KC-6.2.I.B KC-6.2.III.A.i KC-6.2.III.A.ii

45. **ANS: A**

REF: Topic 7.5 OBJ: Unit 7: Learning Objective E NAT: KC-6.2.I.B

46. **ANS: B**

The correct answer is Globalization.

Globalization, in this example, refers to the process by which raw materials from around the world are shipped to China to be manufactured and then returned to the United States for sale. If nationalism were the correct answer, it would mean that there was a movement for goods to be produced within a nation. Free-market capitalism is an economic system. It does not mean that there is a worldwide production network. Consumption is the process of a group using a resource, not creating a new product with it.

REF: OBJ: Unit 9: Learning Objective D NAT: KC-6.3.II.B

47. **ANS: C**

The correct answer is Oil from Kuwait being processed in Newark, New Jersey. The similarity is that the raw material is collected in one place before being shipped to another to be turned into a good for human consumption. Guns and medication both involve an illegal market, and bananas are grown in other countries but are not manufactured when they are shipped but are ready for market.

REF: OBJ: Unit 9: Learning Objective A NAT: KC-6.1.I.A

48. **ANS: D**

The answer is Motivation for African independence movements.

The war encouraged leaders in Africa to strive for independence from European powers.

REF: Topic 8.4 OBJ: Unit 8: Learning Objective F NAT: KC-6.2.II.A

49. **ANS: D**

The correct answer is War being fought on multiple continents.

While certainly not the most important example of the many theaters of war, the remaining minefields are the only choice that demonstrate an element of warfare on a separate continent.

REF: OBJ: Unit 7: Learning Objective G NAT: KC-6.2.IV.A.ii

50. **ANS: C**

The correct answer is Loss of German colonies in Africa after World War 1.

One of the provisions of the Treaty of Versailles was that Germany lost its overseas colonies. Instead of them being granted independence, they were divided among the victorious powers. The Nazi party used anger towards the Treaty of Versailles to come to power and then rationalize the war.

REF: OBJ: Unit 7: Learning Objective E NAT: KC-6.2.I.B

51. **ANS: C**

The correct answer is An American victory in the Cold War.

The building of McDonald's, long a symbol of American capitalism and culture has been viewed as an element of the defeat of communism because it showed that American business would be allowed to open in markets that had been closed to the west.

REF: Topic 9.4 OBJ: Unit 8: Learning Objective C NAT: KC-6.2.IV.D

52. **ANS: D**

The correct answer is Vietnam War.

Both the Soviet invasion of Afghanistan and Vietnam War were proxy wars in during the Cold War. Communist Russia and China assisted the Vietcong and the United States funded the anti-communist Mujahideen. The Crimean War was an attempt by the Russian Empire to gain a warm-water port, they were defeated by the Ottoman Empire with the assistance France and Great Britain. The Falkland War was a brief war of imperialism between Great Britain and Argentina. The Korean War is not correct because, unlike Afghanistan or Vietnam, there was an armistice agreed to that divided Korea in half (at the 48 parallel). Vietnam and Afghanistan were both losses for the superpowers that invaded.

REF: OBJ: Unit 8: Learning Objective C NAT: KC-6.2.IV.D

53. **ANS: D**

The correct answer is Lines of Russians waiting for food was typical.

One of the problems that led to the fall of the Soviet state was that there were long lines for staple foods.

REF: OBJ: Unit 8: Learning Objective C NAT: KC-6.2.IV.D

54. **ANS: B**

The correct answer is Decolonialization of Africa.

British Prime Minister Macmillan employed a common metaphor to illustrate the inevitability of decolonization of Africa. This speech was used by anti-colonial politicians to show that even European powers knew that ruling over African states was immoral and should be ended.

REF: Topic 8.5 OBJ: Unit 8: Learning Objective F NAT: KC-6.2.I.C

55. **ANS: C**

The correct answer is Nelson Mandela.

Mandela was an anti-Apartheid member of the African National Congress. He fought for equal rights for black Africans. He was sentenced to life in prison in 1961 for plotting to overthrow the pro-Apartheid government. After his release in 1990, he was elected first black African president of South Africa. He and F.W. de Klerk, the South African president who ordered the release of Mandela, shared the 1993 Nobel Peace Prize. Gandhi used non-violence to end British control of India. Bolivar was a leading figure in the Latin American independence movements in the late 18th and early 19th century and was not particularly concerned with issues related to Africa. Adam Smith was the leading proponent of Laissez-Faire Capitalism and would not have been concerned with South African Apartheid

REF: OBJ: Unit 8: Learning Objective I NAT: KC-6.2.V.A

SCORING GUIDE

0–3 points

Score 3

Response accomplishes all three tasks set by the question.

Score 2

Response accomplishes two of the tasks set by the question.

Score 1

Response accomplishes one of the tasks set by the question.

Score 0

Response accomplishes none of the tasks set by the question.

Score NR

No response. Response is completely blank.

Short Answer Question #1

- A. Identify an example from the passage that describes the attitude of Akbar towards other groups of people.
- B. Explain how the Mughal treatment of religious and ethnic minorities was SIMILAR to another state between 1200 – 1750
- C. Explain how the Mughal treatment of religious and ethnic minorities was DIFFERENT to another state between 1200-1750

ONE point for an accurate example from the passage that IDENTIFIES the attitude of Akbar towards other groups of people.

Examples of correct answers include, but are not limited to:

- Akbar's policy of sulh-I kull's goal was to create peace and a balance of power by not upsetting others.
- Mughul's under Akbar displayed curiosity towards other groups, such as with their neighbors, the Safavid dynasty in Persia.

ONE point for an accurate explanation of how Mughal treatment of RELIGIOUS and/or ETHNIC MINORITIES was SIMILAR to another state between 1200 – 1750

Examples of correct answers include, but are not limited to:

- Akbar married a non-Muslim woman – Shah Ismail married non-Muslim women.
- That the Mughal empire did not force conversion upon its people was similar to the Muslim empires of Western Africa, where Islam remained the religion of the elite.
- Persecution of non-Muslims in the later Mughal empire was similar to the Spanish treatment of Jews and Muslims during the Spanish Inquisition.

ONE point for an accurate explanation of how Mughal treatment of RELIGIOUS and/or ETHNIC MINORITIES was DIFFERENT to another state between 1200 – 1750

Examples of correct answers include, but are not limited to:

- Mughals allowed for practice of other faiths, Safavids forced conversion
- The later Mughal empire persecuted non-Muslims, unlike the kings of Poland or the Ottomans who welcomed Jews fleeing the Spanish Inquisition.
- Mughals engaged in trade with people of all religions and nationalities while the Tokugawa Shogunate limited trade to China, Korea, and the Netherlands.

Note: The Mughal Empire's treatment of non-Muslims changed over time. When making a claim, students should indicate a general time in the Mughal Empire's they are referencing.

KC-4.3.II.B KC-4.3.III.i KC-4.1.VI.ii

Unit 3: Learning Objective A Unit 3: Learning Objective C

Short Answer Question #2

- A. Identify and explain ONE example that helps support Mussolini's claim about the 19th century.
- B. Identify and explain ONE example that helps support Mussolini's claim about the 20th century.
- C. Identify and explain ONE argument that refutes either of Mussolini's claims.

ONE point for a historically accurate example that helps support Mussolini's claim about the 19th century.

Examples of correct answers include, but are not limited to:

- The English Constitutional Monarchy, a liberal state, grew in England during the 1800s.
- Socialism was born during the 1900s and small-scale experiments were attempted at Oneida.
- Democratic states were established in former colonies such as Haiti.

ONE point for a historically accurate example that helps support Mussolini's claim about the 20th century.

Examples of correct answers include, but are not limited to:

- Fascist states grew and gained power in the early 20th century
- Collectivism was introduced in Communist Russia
- The 20th century saw strong personalist leaders such as Colonial Qadhafi in Lybia

ONE point for a historically accurate example that refutes either of Mussolini's claims.

Examples of correct answers include, but are not limited to:

- Communism was ultimately unsuccessful in Russia and the rest of Europe
- Fascist states were destroyed in World War 2 and were replaced by Democracies
- Democratic revolutions of 1830 and 1848 were unsuccessful in France

KC-6.3.I.B KC-6.2.IV.B.ii

Unit 7: Learning Objective D Unit 7: Learning Objective F

Short Answer Question #3

- A. DEFINE the Columbian Exchange.
- B. IDENTIFY AND EXPLAIN one POSITIVE impact of the Columbian Exchange on the Western Hemisphere.
- C. IDENTIFY AND EXPLAIN one NEGATIVE impact of the Columbian Exchange on the Western Hemisphere.

Define the Columbian Exchange.

Examples of correct answers include, but are NOT limited to:

- widespread transfer of plants, animals, culture, human populations, technology, diseases, biological exchange, and ideas between the Americas, West Africa, and the Old World in the 15th and 16th centuries

Note:

- An answer must refer to the movement in both directions across the Atlantic
- A response does not need to identify all of the characteristics in the example, only enough to demonstrate a clear understanding of a definition of the Columbian Exchange.
- A response that only mentions the Triangle Trade (or “Middle Passage”) does not earn a point. Triangle trade is an event that is part of the Columbian Exchange and does not cover the bigger process of the Columbian Exchange.

IDENTIFY AND EXPLAIN one POSITIVE impact of the Columbian Exchange on the Western Hemisphere.

Examples of correct answers include, but are not limited to:

- Introduction of horses, led to faster transportation
- Introduction of the wheel, led to the creation of the carriage

Note:

- Response must address the reason for a positive impact
- Overall population increase in the New World is incorrect. This answer ignores the widespread death that occurred as a result of the introduction of disease to the Western Hemisphere

IDENTIFY AND EXPLAIN one NEGATIVE impact of the Columbian Exchange on the Western Hemisphere.

Examples of correct answers include, but are not limited to:

- Introduction of influenza leading to the “Great Dying” of the native peoples.
- Due to the lack of a natural predator, the introduction of the pig in the Caribbean led to widespread destruction of native flora.

Note:

- Response must address the reason for a negative impact

KC-4.1.V KC-4.1.V.A KC-4.1.V.B KC-4.1.V.C KC-4.1.V.D

Unit 4: Learning Objective D

Short Answer Question #4

- A. EXPLAIN one of the major causes of World War I.
- B. EXPLAIN how one technological change between 1750 – 1920 impacted the fighting during World War I.
- C. EXPLAIN how a different technological change from BEFORE 1750 OR AFTER 1920 impacted the outcome of a war.

EXPLAIN one of the major causes of World War I.

Examples of correct answers include, but are not limited to:

- Nationalism – led to an increase in international tension
- Imperialism – led to jealousy between nations
- Assassination of Franz Ferdinand – led to Austrian-Hungarian & Russian Empire’s mobilization

EXPLAIN how one technological change between 1750 – 1920 impacted the fighting during World War

Examples of correct answers include, but are not limited to:

- Machine gun – allowed for ease in killing enemy, defensive warfare
- Barbed wire – helped to establish defensive lines in front of trenches
- Airplane – allowed for aerial surveillance (invented in 1903)

Note:

EXPLAIN how a different technological change from BEFORE 1750 OR AFTER 1920 impacted the outcome of a war.

Examples of correct answers include, but are not limited to:

- Gunpowder – allowed for the Ottoman conquest of Constantinople
- Atomic Bomb – led to the end of World War 2
- Recurve bow – allowed for the Mongol conquests of the 1200-1300s.

KC-6.2.IV.B.i KC-6.1.III.C.i

Unit 7: Learning Objective B Unit 7: Learning Objective C

DOCUMENT BASED QUESTION SCORING GUIDE

Thesis	Examples of a thesis may include, but are not limited to:
Thesis identifies AT LEAST ONE cause and ONE consequence of the Haitian Revolution.	<ul style="list-style-type: none"> The Haitian Revolution occurred due to the poor treatment of slaves in Saint-Domingue and led to the decline of production of sugar in Haiti.
Contextualization	Examples of contextualization may include, but are not limited to:
Essay places the Haitian Revolution into the proper world historical context.	<ul style="list-style-type: none"> Haitian slaves were inspired to rebel due to the successful model of the American Revolution. Haiti is, in the 20th century, an impoverished nation, often ranking near the bottom of quality of life indices.
EVIDENCE – Evidence from the Documents	Examples of evidence from the documents may include, but are not limited to:
Uses the content of at least three documents to address the topic of the prompt.	<ul style="list-style-type: none"> Document 1 demonstrates a cause of the Haitian revolution by showing the support of French revolutionaries for equality of Black Haitians Document 7 demonstrates an effect of the Haitian revolution by Dessalines insistence that Haitians will never be slaves.
Supports an argument in response to the prompt using at least six documents.	<ul style="list-style-type: none"> Document 5 shows that Napoleon, French emperor, is providing cause for the slaves of Haiti to continue their rebellion. He is attempting to re-enslave the Haitian (and all slaves in French colonies) black population. This demonstrated to the leaders of the rebellion that their commitment to fighting was important. Document 6 shows an effect of the revolution because in the decades following the revolution, French colonies ceased to be the major leaders in sugar production, causing immense harm to the French economy.
C. EVIDENCE – Evidence beyond the Documents	Examples of evidence beyond the documents may include, but are not limited to:

<p>Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>	<ul style="list-style-type: none"> • Louverture’s death in a French prison. • Attack on Haiti by Spain or British • American reaction to the Haitian Revolution.
<p>D. ANALYSIS AND REASONING</p>	<p>Examples of analysis and reasoning may include, but are not limited to:</p>
<p>For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>	<p>Historical Setting</p> <ul style="list-style-type: none"> • Document 2 is a ceremony held in secret in the woods. This is because the slaves, led by Boukman are not allowed to have large religious ceremonies without the consent of the leadership of the plantations. They are afraid that they will be punished. <p>Intended Audience</p> <ul style="list-style-type: none"> • Despite being addressed to the people of Haiti, Louverture’s letter in Document 4 is intended for the first consul, Napoleon. He wants Napoleon to acknowledge the rights of the Haitians to make their own political decisions and he is using the letter to rationalize this. <p>Point of View</p> <ul style="list-style-type: none"> • The point of view of Napoleon in Document 5 is one of superiority over the blacks of Haiti. He demonstrates this by re-enslaving colonial populations. Napoleon also is desperate for money and feels that restarting the sugar trade will bring him the revenue needed to consider his wars. <p>Purpose</p> <ul style="list-style-type: none"> • The purpose of Document 3 is to grant freedom to slaves in Saint-Domingue. Sonthanax does this to show people living in Haiti and France that the states beliefs of the French Revolution should be spread to its colonies. He wanted to demonstrate that the phrase “life, liberty, fraternity” were more than lip service.

Points earned must be more than a brief reference. Generally, points are earned with a minimum of two sentences.

LONG ESSAY QUESTIONS SCORING GUIDE

Scoring Guide

LEQ 1 1200 – 1750

2. Core beliefs and practices continued to shape societies in Africa, Europe, and Asia.

Develop an argument that evaluates the extent to which belief systems affected Afro-Eurasian states between 1200 – 1750.

Topic 1.2 Topic 1.3 Topic 1.4

KC-3.1.III.D.iii KC-3.1.III.D.iv KC-3.2.I.D.ii

Unit 1: Learning Objective D Unit 1: Learning Objective G Unit 1: Learning Objective J

Thesis	<i>Examples of a thesis may include, but are not limited to:</i>
A thesis should include a mention of AT LEAST ONE belief system and AT LEAST ONE way that system affected a state in Afro-Eurasia	<ul style="list-style-type: none"> • The development of states in the Middle East were shaped by the dominance of Islam as a religion. • The preeminence of monarchies supported by the Catholic Church in western Europe between 1200-1750 was challenged by the Protestant Reformation.
Contextualization	<i>Examples of contextualization may include, but are not limited to:</i>
Contextualization may include a discussion of the creation of a religion’s relation to a state BEFORE 1200 or AFTER 1750.	<ul style="list-style-type: none"> • Hinduism has been associated with states in the Indian subcontinent dating back to the introduction of Vedic Brahmanism during the Indo-European Invasions. • Chinese society has been ordered along Confucianist principles from at least the Han dynasty. This continued with the Sui, Tang, and finally the Song Dynasties.
Evidence	<i>Examples of evidence may include, but are not limited to:</i>

<p>Evidence may be SPECIFIC factual examples related to the connection between belief systems and states. <i>Minimum 2 examples of evidence</i></p>	<ul style="list-style-type: none"> • The sponsorship of the Spanish Inquisition by the Spanish Crown • The conversion of the Hagia Sophia from a church to a mosque after the conquest of Constantinople • The conversion of elites in Mali to Islam
<p>Supports an Argument</p>	<p><i>Examples of evidence supporting an argument may include, but are not limited to:</i></p> <p>Note: There may be two factual pieces of evidence supporting one argument:</p>
<p>TWO pieces of evidence are is used to support a specific argument.</p>	<ul style="list-style-type: none"> • One Argument, two factual pieces of evidence <ul style="list-style-type: none"> ○ Religion was used by states to establish legitimacy. The Ming Dynasty relied on the Mandate of Heaven and the Holy Roman Empire on the blessing of, and crowning by, the Pope in Rome. • Two arguments, two factual pieces of evidence <ul style="list-style-type: none"> ○ The IL Khanate’s rulers converted to Islam, showing the importance of a ruler in following the faith of his empire. ○ The Princes of Moscow saw themselves as being at the center of a “New Rome” that would be a religious capital of Christendom.
<p>Historical Thinking Skills</p>	<p><i>Examples of Historical Reasoning may include, but are not limited to:</i></p>
<p>Essay must have ONE factually accurate usage of a Historical Thinking Skill</p>	<p>Causation</p> <ul style="list-style-type: none"> • Islamic practices in sub-Saharan Africa led to the state-sponsored construction of mosques and other monumental buildings <p>Comparison</p> <ul style="list-style-type: none"> • The emperor of Japan and the Sultan of the Ottoman Empire were both seen as divinely inspired figures in their respective faiths. <p>Change & Continuity Over Time</p> <ul style="list-style-type: none"> • Latin Christianity was the official religion of western European states such as France in 1200. In 1750, the Latin Church continued to be a powerfully dominant faction in French government.

LEQ 2 1450 – 1900

- Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

Develop an argument that evaluates the extent to which economic factors contributed to Afro-Eurasian interactions from 1750 to 1900.

Topic 6.1 Topic 6.2 Topic 6.5

KC-5.2.I.E KC-5.1.II.C KC-5.2.I.B

Unit 6: Learning Objective A Unit 6: Learning Objective B Unit 6: Learning Objective E

Thesis	<i>Examples of a thesis may include, but are not limited to:</i>
A thesis should include a mention of AT LEAST ONE political OR economic factor AND its contribution to the global economy between 1750 – 1900.	<ul style="list-style-type: none"> The desire for European countries to secure raw materials for their industrial factories led to continued use of overseas colonies between 1750 – 1900. The British desire for cheap goods from China between 1750 – 1900 led to the introduction of Opium, causing a series of conflicts between China and England.
Contextualization	<i>Examples of contextualization may include, but are not limited to:</i>
Contextualization may include a discussion of global political OR economic developments BEFORE 1750 or AFTER 1900.	<ul style="list-style-type: none"> The discovery of the New World led to the worldwide exchange of goods. The relationships of this exchange were primarily one of a European nation conquering and dominating an American country. After 1900, the economic center of the world shifted to the United States and by the end of the 20th century, to China. This was largely aided by the fall of the Soviet Union in the 1990s.
Evidence	<i>Examples of evidence may include, but are not limited to:</i>

<p>Evidence may be SPECIFIC factual examples related to political or economic factors and their contribution to the global economy. <i>Minimum 2 examples of evidence</i></p>	<ul style="list-style-type: none"> • The primary economic system used in Europe before 1800 was Mercantilism • Slaves were a major good traded by European states. • Canton became the only Chinese port open to Europeans
<p>Supports an Argument</p>	<p><i>Examples of evidence supporting an argument may include, but are not limited to:</i></p> <p>Note: There may be two factual pieces of evidence supporting one argument:</p>
<p>TWO pieces of evidence are is used to support a specific argument.</p>	<ul style="list-style-type: none"> • One Argument, two factual pieces of evidence <ul style="list-style-type: none"> ○ The development of capitalism encouraged worldwide trade. Examples of this is the influence of the Dutch East India Company. A second example of this is the creation of stock markets in European capitals. • Two arguments, two factual pieces of evidence <ul style="list-style-type: none"> ○ The Japanese empire closed itself to European outsiders and did not participate in worldwide global trade, except for the Dutch. ○ The political decline of the Mughal Empire allowed for French and British to grow their economic influence in India.
<p>Historical Thinking Skills</p>	<p><i>Examples of Historical Reasoning may include, but are not limited to:</i></p>
<p>Essay must have ONE factually accurate usage of a Historical Thinking Skill</p>	<p>Causation</p> <ul style="list-style-type: none"> • The Sepoy Mutiny caused the downfall of the British East India Company’s control of India and the establishment of the Raj government. <p>Comparison</p> <ul style="list-style-type: none"> • The economy of the Ottoman and Spanish empires were negatively affected by the beginnings of Industrialization. <p>Change & Continuity Over Time</p> <ul style="list-style-type: none"> • The states of Western Europe maintained economic, and therefore political, dominance over much of the world during the period 1750 – 1900.

LEQ 3 1750 – 2001

4. The redrawing of political boundaries in some cases led to conflict as well as population displacement and/or resettlements.

Develop an argument that evaluates the extent to which political changes led to nationalist developments in the Western Hemisphere in the period from 1750 to 2001.

Topic 6.2 Topic 6.3 Topic 8.6

KC-6.2.III.A.i KC-6.2.III.A.ii

Unit 6: Learning Objective B Unit 6: Learning Objective C Unit 8: Learning Objective G

Thesis	<i>Examples of a thesis may include, but are not limited to:</i>
A thesis should include a mention of AT LEAST ONE political change and AT LEAST territorial, OR demographic, OR nationalist development.	<ul style="list-style-type: none"> • The change of the Mexican government into a single party system under Diaz led to the Mexican Revolution and replacement of the Porfiriato by a democratic system. • The French Revolution’s goals of spreading Liberty, Equality, and Fraternity spread to Haiti, leading to a revolution and the establishment of the Republic of Haiti.
Contextualization	<i>Examples of contextualization may include, but are not limited to:</i>
Contextualization may include a discussion of political changes leading to territorial, demographic, and nationalist developments BEFORE 1750.	<ul style="list-style-type: none"> • The fall of the western Roman Empire in 476 led to a number of new states to be formed out of its ashes. These include barbarian kingdoms and, eventually, Islamic caliphates. • The Mongolian conquest of the 1200s caused the overthrow of states and the death of millions as they facilitated the movement of the Black Death from Asia to Europe. The ashes of this invasion led to the development of new states, some, like the Muscovy Principality, were based on early nationalistic ideals.
Evidence	<i>Examples of evidence may include, but are not limited to:</i>

<p>Evidence may be SPECIFIC factual examples related to political changes leading to territorial, demographic, and nationalist developments. <i>Minimum 2 examples of evidence</i></p>	<ul style="list-style-type: none"> • The promotion of Manifest Destiny by the American government. • The overthrow of the Guatemalan government by the CIA. • The Contra and Sandinista conflict in Nicaragua. • The dissolution of Gran Columbia after Bolivar.
<p>Supports an Argument</p>	<p><i>Examples of evidence supporting an argument may include, but are not limited to:</i></p> <p>Note: There may be two factual pieces of evidence supporting one argument:</p>
<p>TWO pieces of evidence are is used to support a specific argument.</p>	<ul style="list-style-type: none"> • One Argument, two factual pieces of evidence <ul style="list-style-type: none"> ○ Treaties did not guarantee agreement between nations on borders. One disagreement was over the northern border of the Oregon territory, the other was between Mexico and the United States over the southern border, which led to the Mexican War. • Two arguments, two factual pieces of evidence <ul style="list-style-type: none"> ○ The Napoleonic wars led to political changes in the New World. For example, the Portuguese royal family fled to Brazil where they established Rio de Janeiro as capital in exile. ○ One of the political objectives of the Soviet Union was to help establish new, communist political systems in the Western Hemisphere. One of their successful attempts was in Cuba.
<p>Historical Thinking Skills</p>	<p><i>Examples of Historical Reasoning may include, but are not limited to:</i></p>

<p>Essay must have ONE factually accurate usage of a Historical Thinking Skill</p>	<p>Causation</p> <ul style="list-style-type: none"> • The successful example of the American Revolution caused slaves in Haiti to rebel against France and Creoles in Latin America to rebel against Spain and carve up the former colonies into new states. <p>Comparison</p> <ul style="list-style-type: none"> • The Dominion of Canada's process of independence was different than that of the United States. Canada became part of the British Commonwealth and the United States achieved full independence. <p>Change & Continuity Over Time</p> <ul style="list-style-type: none"> • Many South American states in 1750 were no longer in existence in 2001 due to political revolutions that gave way to the development of modern nation-states such as Argentina.
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Note: The political development is not limited to the Western Hemisphere. The nationalist development MUST take place in the western hemisphere.

