

# Unit 3 Multiple Choice Answers and Explanations

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## 1. Learning Objective 3.1.A Contextualization

The passage above best illustrates which historical development in the period c. 1450 to c. 1750?	
a. Empires began to rely on gunpowder weapons to expand their influence.	<b>This answer is correct. The passage indicates that the Ottomans relied on cannons to breach the walls of Constantinople in order to conquer the city.</b>
b. Empires began to develop professional militaries to maintain their power.	This answer is incorrect. While it describes a military intervention, there is no evidence relating to the development of a professional military or using it to maintain control over the Ottoman population.
c. The use of monumental architecture was used by rulers to legitimize their rule	This answer is incorrect. While there is mention of a Muslim governor using the Church Hagia Sophia to practice his faith, monumental architecture was built by leaders to legitimize their rule. He did not build the Hagia Sophia.
d. Empires used a variety of methods to increase their influence.	This answer is incorrect. This passage focuses on a single conquest. There is no evidence of a variety of methods being used to increase influence.

## 2. Learning Objective 3.2.B Causation

In the <u>second paragraph</u> , which of the following explains why the Ottoman governor occupied the Hagia Sophia?	
a. As the religious center of Constantinople, occupying it and converting it into a mosque would help to legitimize his rule	<b>This answer is correct. The Hagia Sophia was the center of the Eastern Orthodox Church. Turning the Hagia Sophia into a mosque consolidated and legitimized his power in the region.</b>
b. It was a symbol that the Ottomans would convert to Christianity to appeal to their new subjects and gain legitimacy	This answer is incorrect. The Ottomans did not convert to Christianity.
c. His desire to shame his enemy due to religious conflicts that existed between the Byzantine Empire and the Ottoman Empire	This answer is incorrect. The conflict between the Byzantines and Ottomans was primarily about power and control of land and trade routes.
d. Disputes over trade routes always had religious significance. Occupying the Hagia Sophia showed the supremacy of Islam.	This answer is incorrect. Disputes over trade routes did not always have religious significance. This statement is false.

### 3. Learning Objective 3.2.B & 4.7.M Contextualization

As the Ottomans moved further into Eastern Europe, expanding their empire, how did they gain legitimacy in the eyes of their new subjects in the Balkans?	
a. They recruited elites from their minority Christian subjects to hold positions in government with equal status to Muslims	This answer is incorrect. Christians were not seen as having equal status with Muslims in the Ottoman Empire. In addition, the Ottomans did not allow non-Muslims to hold government positions.
b. They built impressive and large mosques to reinforce the pressure on Christians to convert	This answer is incorrect. The Ottomans did not put pressure on Christian subjects to convert, other than the enslaved males taken as part of the Devshirme who were forcibly converted.
c. They built impressive armories near Christian communities to communicate their military might and the need for submission	This answer is incorrect. The Ottomans did not need to build armories near minority communities to impress them with their military might. Conquest alone had done that.
d. <b>They were religiously tolerant allowing Christian communities to practice their faith as long as they submitted to Ottoman power</b>	<b>This answer is correct. The Ottomans considered Jews and Christians to be “people of the book,” and accommodated them as religious minorities in order to utilize their economic contributions.</b>

### 4. Learning Objective 3.2.B Continuity & Change

The image of Qing Dynasty Emperor Kangxi legitimized his rule to his subjects in which of the following ways?	
a. He is an imposing figure in the image. This displays his power and ability to conquer.	This answer is incorrect. While he is drawn large in size, there is nothing to suggest his ability to conquer in this image.
b. The bright colors of paint were unavailable to the general population. This portrait shows his wealth and ability to harness the talents of artists	This answer is incorrect because it is not historically accurate. While certain pigments might be more expensive, they were not unavailable to the general population.
c. <b>Showing the emperor surrounded by books would appeal to his Confucian subjects who might otherwise see him as a foreign monarch.</b>	<b>This answer is correct. The continuity of adopting Confucian practices in government helped to legitimize the Manchu Qing Dynasty in the eyes of their Han Chinese subjects. Depicting himself surrounded by books would be a sign of that to his subjects.</b>
d. His use of religion and connection to the gods would legitimize him in the eyes of his subjects.	This answer is incorrect. There is nothing in this image to suggest his connection to the gods.

### 5. Learning Objective 3.2.B & 4.7.M Contextualization

In the treatment of their subjects, the Qing Dynasty practiced which of the following policies to consolidate their power in the period c. 1450 to c. 1750?

<p>a. <b>The Han Chinese subjects faced prohibitions against moving into Manchuria and limits on their ability to serve in high ranking positions in government.</b></p>	<p><b>This answer is correct. The Manchu were concerned with preserving their own heritage and power, thus they limited access to their ancestral homeland and positions of power for the majority Han population.</b></p>
<p>b. The Han Chinese were expelled from China to make space for the larger Manchu population causing them to migrate into Central and Southeast Asia.</p>	<p>This answer is incorrect because it is not historically accurate.</p>
<p>c. The Han Chinese were treated as equals in order to legitimize the rule of the Qing Emperors. They continued to fill the highest positions in the imperial bureaucracy.</p>	<p>This answer is incorrect because it is not historically accurate. Although later in Qing rule some positions in government were opened to Han Chinese, top level positions were reserved for people of Mongol and Manchu ancestry.</p>
<p>d. The Han Chinese were forced to take on the bulk of military service and payment of taxes as the Manchu were exempt.</p>	<p>This answer is incorrect because it is not historically accurate. While most Manchu landholders were tax exempt all Manchu men served in the military.</p>

### 6. Learning Objective 6.5.E Causation

Which of the following best explains the Qing Dynasty's declining power in the period from c. 1750 to c. 1900?

<p>a. <b>The growing industrial and commercial power of the west</b></p>	<p><b>This answer is correct. The industrialization of the west led to military innovations that China did not have. Their desire to trade with China on their own terms led to the Opium Wars which severely crippled Qing Power</b></p>
<p>b. Economic weakness due to overreliance on silver that led to massive inflation within the country.</p>	<p>This answer is incorrect. The Ming Dynasty, who had been taken out of power by the Qing Dynasty, were the Chinese dynasty that relied on Silver causing price fluxuations and destabilization of the Chinese economy.</p>
<p>c. The empire had grown too big to defend from external invasions</p>	<p>This answer is incorrect because land invasions were not what caused the decline in Qing power. The European threat came from the coast which had not expanded.</p>
<p>d. The growing militarism of Southeast Asia</p>	<p>This answer is incorrect because it is historically inaccurate.</p>

### 7. Learning Objective 3.2.B Contextualization

Which of the following explain the Mexica/Aztec use of tribute lists?

<p>a. <b>Rulers used tribute collection to generate the revenue needed to expand state power.</b></p>	<p><b>This answer is correct. The decentralized empire of the Mexica depended upon conquered people paying tribute to support them without direct rule.</b></p>
<p>b. Rulers used art to legitimize their rule.</p>	<p>This answer is incorrect. Tribute lists were used for taxation, not public art.</p>
<p>c. Rulers used religious ideas to consolidate their power.</p>	<p>This answer is incorrect. While the Mexica used religion to consolidate their power, the tribute list does not indicate religious ideas that would consolidate or legitimize the power of the Mexica.</p>
<p>d. Rulers expanded the Tribute System not for economic gain, but to show their political supremacy</p>	<p>This answer is incorrect because it is not historically accurate. The Mexica conquered to show political supremacy. The Tribute list was for the economic gain necessary to run an empire.</p>

### 8. Learning Objectives 1.4.I and 3.1.A Contextualization

What innovations allowed the Mexica/Aztec to support their large population?	
a. The mit'a system	This answer is incorrect. The Inca used the mit'a system to extract labor and resources for the benefit of the people.
b. Use of canals to transport staple crops from far away	This answer is incorrect. While the Mexica did use canals for travel, this was not an innovation to support the population with crops from far away. Crops were locally grown.
c. Adopting new staple crops from Africa	This answer is incorrect. The Mexica did not have access to staple crops from Africa before their defeat by the Spanish.
d. <b>Chinampa farming</b>	<b>This answer is correct. The Mexica made use of the natural environment around them to create floating agricultural plots that could feed an expanding population. The Chinampas were owned by the state who monitored their production to ensure they could meet demand.</b>

### 9. Learning Objective 4.3.D

Which of the following was most responsible for the fall of the Mexica?	
a. Resentment of conquered people who joined with the Spanish to fight against the Mexica	This answer is incorrect. While the Mexica's enemies did join with the Spanish, the Mexica were still able to defeat them in some battles and it was not the element most responsible for the fall of the empire.
b. The inability of the Mexica to defend themselves against gunpowder weapons	This answer is incorrect. The Arquebus was a gunpowder weapon that some Spanish had access to in the Americas, but they were cumbersome and difficult to load and fire. Spanish steel swords were much more deadly to the Mexica.
c. <b>Diseases like smallpox that came to America with the Europeans</b>	<b>This answer is correct. Having no previous exposure and hence no immunity, the Mexica were very susceptible to European diseases. Many died and others starved due to their inability to farm while disease ravaged the population.</b>
d. The weakness of the Mexica army	This answer is incorrect as the Mexica army was noted for its strength and discipline.

**10. Learning Objective. 3.3.C Analyzing Historical Sources. Primary Sources.**

A historian would most likely use <u>the first paragraph</u> of this passage as evidence of which of the following?	
a. The influence of scholars who increasingly questioned political authority.	This answer is incorrect. While the <i>Ulama</i> (religious scholars) are mentioned - they are not questioning the political authority of their sultan. They are questioning the orthodoxy of the Shah.
<b>b. Rivalries intensified the split within Islam between Sunni and Shi'a Muslims.</b>	<b>This answer is correct. The Ottoman Sultan accuses the Safavid Shah of heresy several times. In the source information it is clear that they are practicing different forms of Islam. This conflict intensified the split between Sunni and Shi'a Muslims.</b>
c. Rivalries over trade routes.	This answer is incorrect. There is nothing in the passage to support this answer. The Ottomans and Safavids were fighting over the lands of Mesopotamia. The Ottomans wanted control of the former Abbasid capital Baghdad to establish their own legitimacy.
d. Use of religion to consolidate power.	This answer is incorrect. While this paragraph deals with religious themes, there is no evidence in the passage that the Ottomans are trying to legitimize themselves to their subjects.

**11. Learning Objective. 3.3.C Comparison**

The conflict described in the passage is most similar to which of the following developments c. 1450 to c. 1750?	
a. The rivalry between Hindus and Buddhists in Southeast Asia	This answer is incorrect. Hindus and Buddhists in Southeast Asia were not in conflict with each other for religious reasons.
b. Japanese banning of Christianity under the Tokugawa Shogunate	This answer is incorrect. The Japanese were concerned with protecting their cultural heritage. They saw Christianity as Western culture trying to subvert Japanese culture.
<b>c. The rivalry between Protestants and Catholics in Europe</b>	<b>This answer is correct. The conflicts between Protestants and Catholics in Europe during this time period included both accusing each other the other of heresy and armed conflict. Additionally, Protestants and Catholics are both Christian denominations, just as Sunni and Shi'a are both Islamic denominations.</b>
d. The Russian expansion into Siberia to expand their empire	This answer is incorrect. The primary motivation of the Russians was expansion. There was no religious conflict.

### 12. Learning Objective 3.1.A Contextualization

The <u>second paragraph</u> demonstrates which of the following developments in the period c. 1450 to c. 1750?	
a. The consolidation of the Islamic world under a single sect of Islam	This answer is incorrect. The Islamic world has not been consolidated under a single sect of Islam since the death of the prophet Muhammed.
<b>b. Political and religious disputes led to rivalries and conflicts between states</b>	<b>This answer is correct. The period of c. 1450 to c. 1750 was marked by political and religious disputes that created conflicts between states, including this one and the Mughal-Safavid conflict over lands in Afghanistan.</b>
c. Changes in attitudes towards the role of religion in public life	This answer is incorrect. There is no evidence in the second paragraph that attitudes towards religion in public life are shifting. This is also not a development that characterizes the period of c. 1450 to c. 1750
d. The beginning of religious uprisings against existing leadership to change the social order	This answer is incorrect. There is no evidence in the second paragraph of a religious uprising against existing leadership to change the social order. It is clear that the Ottomans are using religious concepts and military might to challenge the Safavids for territory.

### 13. Learning Objective 3.2.B Contextualization

The sculpture of Louis XIV best exemplifies which of the following historical developments c. 1450 to c. 1750?	
a. The growth of European power and the decline of Asian power	This answer is incorrect. The theme of this statue does not relate to the decline of Asian power.
b. The conquest of the Americas	This answer is incorrect. There are no symbols or images on the sculpture that would indicate the conquest of the Americas as a theme. Additionally, the Spanish conquered the Americas.
<b>c. The king's use of religion and art to legitimize his rule</b>	<b>This answer is correct. King Louis XIV believed in the theory of Divine Right, or that he was chosen by God to rule. Connecting himself to God in that way, and as the destroyer of heresy in majority Catholic France would legitimize his rule and shows him as a powerful monarch.</b>
d. The use of propaganda in the face of war	This answer is incorrect. Propaganda is when governments use strongly biased and oftentimes factually incorrect information to sway opinions. This sculpture is symbolic and not meant to bolster spirits to engage in war.

#### 14. Learning Objective 3.3.C Contextualization

This sculpture was most likely a response to which historical development?	
a. The rise of Communism	This answer is incorrect. The rise of socialist and communist ideas was in the 19th century.
<b>b. The Protestant Reformation</b>	<b>This answer is correct. To a 17th century Catholic, crushing heresy would refer to fighting Protestants in some way. During his reign, Louis XIV revoked the Edict of Nantes that had given religious rights to Protestants in France.</b>
c. The rise of Sikhism in South Asia	This answer is incorrect. The rise of Sikhism would not have been remarkable to Louis XIV as it was located in South Asia only. The British were more involved in South Asia than the French.
d. French battles against the English for control of North America	This answer is incorrect. The theme of the sculpture is religious in nature, while battles for control of North America were more political.

#### 15. Learning Objective 5.1.A Causation

The absolute authority of European kings like Louis XIV would be most challenged by which of the following developments?	
a. The Protestant Reformation	This answer is incorrect. The Reformation challenged the authority of the Pope. While the conflicts that grew out of it challenged some leaders, the fall of absolutism came later with the Enlightenment.
<b>b. The philosophers of the Enlightenment</b>	<b>This answer is correct. The Enlightenment challenged the absolute authority of monarchs and the notion that their power came from God.</b>
c. The social changes brought about by the Industrial Revolution	This answer is incorrect. The growing gap between the rich and the poor is not what led to the demise of absolute power. Many of the political reforms of the Industrial Revolution were rooted in Enlightenment philosophy.
d. Imperialism	This answer is incorrect. Imperialism strengthened the positions of monarchs, rather than weaken it.