Section I

Multiple-Choice Questions

Questions 4.1–4.3 refer to the image below.

*The Port of Lisbon, Portugal*

4.1. Identify a direct result of the demand for increased transoceanic travel and trade.

(A) Europeans built on the technological knowledge of past empires and their understanding of wind patterns to create new ship designs.
(B) Europeans traded sugar and slaves with empires from China to the Americas.
(C) Europeans acquired more slaves after the “great dying” as the demand for sugar increased.
(D) Europeans depended on the sextant and their understanding of windwheels to sail around the tip of Africa.

Answer: A

Topic: Maritime technology; Technological innovations
Theme: Creation, Expansion, and Interaction of Economic Systems
Learning Objective: ECON–10; ECON–12
Historical Thinking Skill: Patterns of Continuity and Change over Time
Key Concept: 4.1.II

4.2. Which of the following statements is a supportable inference based on the image?
   (A) Russian sailors, after turning to new navigation techniques, began to trade with the Americas.
   (B) Changing patterns of long-distance trade intensified regional trade networks and spurred the growth of port cities.
   (C) With the growth of new shipping companies, Australia became a major destination for settlement and for the fur trade.
   (D) Demand for goods such as coffee and tobacco spurred the growth of hacienda-style plantations in the Azores.

Answer: B

Topic: Maritime technology; Technological innovations
Theme: Creation, Expansion, and Interaction of Economic Systems
Learning Objective: ECON–10; ECON–12
Historical Thinking Skill: Synthesis
Key Concept: 4.1.II

4.3. What method did European rulers use to control their domestic and colonial economies?
   (A) European rulers taxed their colonies heavily to ensure more power for the crown.
   (B) European rulers lowered import duties to help increase the demand for goods and promote trade across the globe.
   (C) European rulers and merchants used joint-stock companies to compete against their rivals in global trade.
   (D) European rulers used the development of new international banking practices to safeguard shipments of gold from the Americas.

Answer: C

Topic: Mercantilism; Joint-stock companies
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems
Learning Objective: SB–2; ECON–3
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.1.IV.C
Questions 4.4–4.6 refer to the map below.

Major Political Units of the World, c. 1750

4.4. Identify a direct result of the intensification of the global trade network on preexisting regional trade networks after the 1500s?

(A) The intensification resulted in more economic power for the Swahili states in East Africa.
(B) The intensification did not have a significant effect on the preexisting regional trade networks in the Indian Ocean, in the Mediterranean, in the Sahara, or on overland Eurasian routes.
(C) The intensification resulted in prosperity but also economic disruptions among merchants and governments in the Indian Ocean, in the Mediterranean, in the Sahara, and on overland Eurasian routes.
(D) The intensification resulted in great wealth for the empires of Britain and Italy.

Answer: C

Topic: Globalizing networks and their political and economic effects
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–4
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.1.1

4.5. During the period from 1450 to 1750, transoceanic maritime voyages included which of the following?

(A) Japanese voyages to the Americas to trade for gold and to create settlements for Japan’s expanding population
(B) Portuguese voyages to West Africa, Spanish voyages across the Atlantic, and North Atlantic crossings for fishing and settlements
(C) Chinese reconnaissance voyages along the western coast of North and South America and to the Pacific Islands and the Atlantic Ocean

(D) East African merchant voyages to the Indian Ocean for trade and exploration

Answer: B

Topic: State support for maritime voyages and trade
Theme: Creation, Expansion, and Interaction of Economic Systems; State Building, Expansion, and Conflict
Learning Objective: ECON–3; ECON–12; ECON–13; SB–3
Historical Thinking Skill: Causation
Key Concept: 4.1.III.A; 4.1.III.B; 4.1.III.C

4.6. What characterized the role of European merchants in Asian trade?

(D) The Pacific system involved the movement of goods and the mixing of various cultures of peoples and types of laborers.

(D) Europeans typically did not interfere with Asian trade in their efforts to promote European products and services.

(D) Europeans monopolized the local slave trade in an attempt to recreate the Atlantic slave trade in Asia.

(D) Europeans transported goods from one Asian country to another market in Asia or in the Indian Ocean region.

Answer: D

Topic: Mercantilism; Joint-stock companies
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–3
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing, Causation
Key Concept: 4.1.IV.A
Questions 4.7–4.9 refer to the map below.

4.7. Identify a consequence of the Columbian Exchange.
   (A) Amerindian populations surged.
   (B) Africans were forced to migrate to Europe and the Americas.
   (C) New crops were introduced into the Old World and the New World.
   (D) European populations surged.

Answer: D

Topic: Columbian Exchange; Atlantic world; Atlantic System

Theme: Development and Transformation of Social Structures; Creation, Expansion, and Interaction of Economic Systems

Learning Objective: SOC–2; ECON–5

Historical Thinking Skill: Causation

Key Concept: 4.1.V.A; 4.1.V.B

4.8. Which American crops became staple foods and benefitted the populations of Afro-Eurasia?
   (A) sugar, potatoes, maize
   (B) potatoes, maize, manioc, quinoa
   (C) potatoes and maize
   (D) citrus fruits, potatoes, sugar beets
Answer: C

**Topic:** Columbian Exchange

**Theme:** Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** ECON–1

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing

**Key Concept:** 4.1.V.B; 4.1.V.D

4.9. What was the result of Europeans bringing their agricultural and settlement practices to the Americas?

(A) The physical environment was impacted through deforestation and soil depletion.

(B) European settlements were overshadowed by those of the Amerindians.

(C) The Amerindians adopted many of the agriculture and settlement practices of the Europeans.

(D) The Europeans adopted the agricultural practices of the Amerindians to protect the environment.

Answer: A

**Topic:** Colonization

**Theme:** Interaction Between Humans and the Environment; State Building, Expansion, and Conflict

**Learning Objective:** ENV–5; SB–3

**Historical Thinking Skill:** Causation

**Key Concept:** 4.1.V.E
Questions 4.10–4.12 refer to the images below.

4.10. The increase in the intensification of exchange between the hemispheres resulted in which of the following?

(A) The concept of God, Gold, and Glory limited the expansion of Christianity into Africa.
(B) Belief systems did not blend as people migrated throughout the hemispheres.
(C) Indian Ocean traders from the coast of Swahili brought Christianity to Indonesia.
(D) The practice of Christianity continued to spread throughout Eurasia aided by the Jesuits.

Answer: D

Topic: Reform of existing religions and creation of syncretic belief systems
Theme: Development and Interaction of Cultures
Learning Objective: CUL–2
Historical Thinking Skill: Argumentation
Key Concept: 4.1.IV

4.11. In the period from 1450 to 1750, which of the following factors contributed most directly to the spread and reform of existing religions and creation of syncretic belief systems?

(A) the increase in interactions and connections between and within the hemispheres
(B) the blending of Islam and Christianity and rise of trade, which brought the two faiths together
(C) as Buddhism declined in East Asia, the spread of Christianity and Hinduism to the region by merchants
(D) Belief systems did not undergo reforms or changes during this time period.

Answer: A
Topic: Reform of existing religions and creation of syncretic belief systems
Theme: Creation, Expansion, and Interaction of Economic Systems; Development and Interaction of Cultures
Learning Objective: ECON–8; CUL–2; CUL–4; CUL–5
Historical Thinking Skill: Causation
Key Concept: 4.1.IV

4.12. Existing belief systems in the period from 1450 to 1750 included all of the following reforms or changes except one. Which one?
(A) the reform of Haitian vodun as a result of interactions between Christianity and African religions
(B) the reform of Sikhism in South Asia as a result of interactions between Hinduism and Islam
(C) the end of the split between the Sunni and Shi’a as a result of the contact between the Ottomans and Safavids
(D) the continued spread of Islam to Afro-Eurasia as Sufi practices encouraged the adaption of Islam to local practices

Answer: C
Topic: Syncretic belief systems and practices; The Shi’a Challenge of the Safavids
Theme: Development and Interaction of Cultures
Learning Objective: CUL–4
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.1.VI; 4.1.V
Questions 4.13–4.15 refer to the image below.

Silver Mine at Potosí

4.13. Commercialization and the creation of a global economy in the period from 1450 to 1750 were closely connected to which of the following?
(A) the rise of slavery across Africa
(B) the new global circulation of silver from the Americas
(C) the discovery of gold in California
(D) the increase in trade across the Silk Road because of the Pax Mongolica

Answer: B
Topic: Colonial objectives
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–3
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.1.IV.B

4.14. Colonial economies in the Americas depended on a range of coerced labor, including which of the following?
(A) Spanish adaptation of the Inca mita system
(B) practices of serfdom brought to the New World by Russian immigrants
(C) taxation of locals to raise money for the home country
(D) practices of indentured servitude developed by new African elites
4.15. Where did the movement of goods, wealth, and free and unfree laborers, and the mixing of African, American, and European cultures and peoples take place?  
(A) during the Middle Passage  
(B) on the Indian Ocean and in the South Seas  
(C) in and around the Pacific  
(D) across the Atlantic

Answer: D
Topic: African, American, European interaction
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–4
Historical Thinking Skill: Interpretation; Synthesis
Key Concept: 4.1.IV.D
Questions 4.16–4.18 refer to the image and chart below.

Collection of Taxes from the Russian Peasantry

Estimated Number of Africans Imported to British North America, 1701–1770


4.16. All of the following factors except one caused peasant labor to intensify in many areas during the period from 1450 to 1750. Which one?

(A) the increase in cotton textile production in India
(B) the increase in silk textile production in China
(C) the increase in the flow of silver from the Americas
(D) the development of frontier settlements in Russian Siberia

**Answer:** C

**Topic:** New political and economic elites, plantations; Coerced labor

**Theme:** Creation, Expansion, and Interaction of Economic Systems

**Learning Objective:** ECON–3; ECON–4,

**Historical Thinking Skill:** Argumentation

**Key Concept:** 4.2.II.A

4.17. The increased demand for slaves in the Americas was a direct result of which of the following?

(A) warring kingdoms in Africa that provided more captives to slave traders
(B) the growth of the plantation economy
(C) the European expansion across the plains
(D) improvements in shipping and maritime technology

**Answer:** B

**Topic:** Increased demand for labor

**Theme:** Development and Transformation of Social Structures
4.18. Colonial economies in the Americas depended on a range of coerced labor systems such as _________.

(A) chattel slavery, indentured servitude, and tributary states
(B) the mita system, serfdom, and chattel slavery
(C) serfdom, the encomienda and hacienda systems, and indentured servitude
(D) indentured servitude, encomienda and hacienda systems, and chattel slavery

Answer: D

Topic: Coerced labor
Theme: Creation, Expansion, and Interaction of Economic Systems
Learning Objective: ECON–5
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.2.II.D
Questions 4.19–4.21 refer to the passage below.

When the dance was loveliest and when song was linked to song, the Spaniards were seized with an urge to kill the celebrants. They all ran forward, armed as if for battle. They closed the entrances and passageways . . . then [they] rushed into the Sacred Patio to slaughter the inhabitants . . . they attacked the man who was drumming and cut off his arms. Then they cut off his head, and it rolled across the floor. They attacked all the celebrants stabbing them, spearing them, striking them with swords . . . others they beheaded . . . or split their heads to pieces. . . .The blood of the warriors flowed like water and gathered into pools. . . .They invaded every room, hunting and killing.

Aztec Account of the Massacre at the Temple (from the Florentine Codex), May 1520

4.19. Which of the following did not contribute to the Spanish conquest of the Aztecs?
(A) The Aztecs were a peaceful civilization.
(B) The Aztecs were not yet immune to diseases that the Spaniards carried.
(C) The Spaniards had made several alliances with the enemies of the Aztecs.
(D) The Spaniards had superior weaponry and armor.

Answer: A
Topic: Colonial empires
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–9
Historical Thinking Skill: Causation; Interpretation
Key Concept: 4.3.II.C

4.20. Fra Bartolomé de las Casas __________.
(A) argued in favor of the mita
(B) supported peaceful conversion of the native American population to Christianity
(C) worked closely with Hernán Cortés to establish the administrative structure of New Spain
(D) established Christian missions in California

Answer: B
Topic: Changing political and economic structures; Restructuring of hierarchies
Theme: Development and Transformation of Social Structures; State Building, Expansion, and Conflict; Development and Interaction of Cultures; Creation, Expansion, and Interaction of Economic Systems
Learning Objective: SOC–2; SB–2; SB–4; CUL–2; CUL–4; ECON–5
Historical Thinking Skill: Causation
Key Concept: 4.1.VI; 4.2.II; 4.3.I

4.21. How did fifteenth- and sixteenth-century Europeans view the inhabitants of the New World?
(A) Europeans viewed them as barbarians after witnessing the Mexica and Aztec practice of human sacrifice.
(B) Europeans viewed them as enemies because of their advanced technology.
(C) Europeans viewed them as children who needed to be educated.
(D) Europeans viewed them as brothers and sisters who would teach them the skills necessary to survive.
Answer: A

**Topic:** Rulers legitimize power; Differential treatment of groups

**Theme:** State Building, Expansion, and Conflict

**Learning Objective:** SB–1; SB–7

**Historical Thinking Skill:**

**Key Concept:** 4.3.I.A
Questions 4.22–4.24 refer to the images below.

4.22. Why did rulers continue to use monumental architecture during the period from 1450 to 1750?
(A) to celebrate their coronations
(B) to create a gathering places for worship
(C) to legitimize their rule
(D) to provide jobs for the masses.

Answer: C

Topic: Legitimization and consolidation of imperial rule
Theme: Development and Transformation of Social Structures
Learning Objective: SOC–7
Historical Thinking Skill: Patterns of Continuity and Change over Time
Key Concept: 4.3.I.A

4.23. What concept supported the ruler’s power?
(A) the mandate of kings
(B) strict succession policies
(C) divine right
(D) the right of sultans

Answer: C

Topic: Legitimization and consolidation of imperial rule
Theme: Development and Transformation of Social Structures
Learning Objective: SOC–7
Historical Thinking Skill: Contextualization
Key Concept: 4.3.I A

4.24. What was a direct result of the use of gunpowder, canons, and armed trade by the Ottoman and Mughal empires?
(A) The Ottomans became land locked while the Mughals enjoyed new status.
(B) Their land empires expanded dramatically in size.
(C) They had to create new economic systems.

(D) Their burgeoning economies resulted in religious disharmony.

Answer: B

Topic: Land-based and maritime expansion
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–3
Historical Thinking Skill: Causation
Key Concept: 4.3.II.B
Questions 4.25–4.27 refer to the map below.

Routes and Major Products Exchanged in the Asian Trading Network, c. 1500

4.25. Which of the following provided significant challenges to state consolidation and expansion during the period from 1450 to 1750?
(A) competition over trade routes, state rivalries, and local resistance
(B) lack of refueling stations for large ocean-going vessels
(C) lack of understanding of the monsoon winds
(D) religious differences among various trading networks and peoples.

Answer: A
Topic: Economic and political rivalries
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–3
Historical Thinking Skill: Comparison
Key Concept: 4.3.III

4.26. What role did Europeans play in Indian Ocean trade that caused increased competition between the Europeans and the Ottomans?
(A) The Europeans were unsuccessful traders and used the Ottomans as middlemen.
(B) The Europeans signed agreements with the Mughals that cut the Ottomans out of their trade networks.
(C) The Europeans attempted to use force to regulate and dominate the spice trade.
(D) The Europeans traded furs for gold and spices.

Answer: C

Topic: Inter-state rivalry
Theme: Creation, Expansion, and Interaction of Economic Systems

4.27. The new trading-post empires established in the period from 1450 to 1750 in Africa and Asia were profitable for the Europeans but had an adverse effect on the power of which states?

(A) on India, Indonesia, and Sri Lanka
(B) on interior states in West and Central Africa
(C) on India, Cambodia, and Melaka
(D) on East African states, India, and Japan

Answer: B

Topic: New political and economic elites
Theme: Creation, Expansion, and Interaction of Economic Systems

Key Concept: 4.3.III
Questions 4.28–4.30 refer to the image and passage below.

Caricature of John Tetzel, Famous Indulgence Preacher

“As soon as gold in the basin rings, right then the soul to Heaven springs.”

5. The pope has neither the will nor the power to remit any penalties beyond those imposed either at his own discretion or by canon law.
6. The pope himself cannot remit guilt, but only declare and confirm that it has been remitted by God.
21. Hence those who preach indulgences are in error when they say that a man is absolved and saved from every penalty by the pope’s indulgences.
27. There is no divine authority for preaching that the soul flies out of purgatory immediately the money chinds in the bottom of the chest.
36. Any Christian whatsoever, who is truly repentant, enjoys plenary remission from penalty and guilt, and this is given to him by God without letters of indulgence.
62. The true treasure of the Church is the Holy Gospel of the glory and the grace of God.

Six Theses, or Propositions, from Martin Luther’s 95 Theses, 1517

4.28. What is the central subject of the image and passage?
   (A) the Catholic Reformation
   (B) the conflict between the Eastern and Western branches of the Catholic Church
   (C) the remission of sins for joining the Crusades
   (D) the sale of indulgences

Answer: D
Topic: Reform of existing religions and creation of syncretic belief systems
Theme: Development and Interaction of Cultures
Learning Objective: CUL–2
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.1.IV

4.29. What was the outcome to the controversy depicted in the image and passage?
   (A) the divorce and remarriage of Henry VIII
   (B) the Protestant Reformation and the creation of syncretic belief systems and practices
   (C) the spread of ideas across Europe via the printing press
   (D) the end of interpretation of the bible by the clergy

Answer: B

Topic: Spread of religions and religious syncretism in regional and newly global trade networks
Theme: Creation, Expansion, and Interaction of Economic Systems
Learning Objective: ECON–8
Historical Thinking Skill: Causation
Key Concept: 4.1.IV

4.30. Which of the following is similar to the split and diffusion of Christianity during the period from 1450 to 1750?
   (A) the growth of Buddhism in South Asia and on the islands in Southeast Asia
   (B) the spread of Sufi practices to the Americas as believers adapted Islamic practices
   (C) the development of Buddhism in relation to Hinduism but with the rejection of the caste system
   (D) the development of Sikhism as a result of interactions between Hinduism and Islam

Answer: D
4.31. Which of the following enabled the Manchu, Mughal, Ottoman, and Russian empires to expand dramatically in size?

(A) the relatively weak West
(B) armed trade, gunpowder, and cannons
(C) the power vacuum created by religious wars in Europe
(D) the Pax Mongolica

Answer: B

Topic: Maritime and land-based empires
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–9
Historical Thinking Skill: Causation
Key Concept: 4.3.II.B

4.32. Which of the following was a consequence of the Ottoman conquest of Constantinople?

(A) Europeans began to search for alternate routes to the Indies and looked to overseas expansion.
(B) China and Japan closed their borders to all foreign trade and visitors.
(C) The slave trade and violence in Africa increased as slavers became allies with African kingdoms.
(D) The Russians joined forces with the Europeans to prevent Ottoman expansion.
4.33. In contrast to the expansion of the Ottoman and Safavid empires, the Mughals, in the period from 1450 to 1750, __________.
   (A) were a maritime empire that conquered islands in the Indian Ocean
   (B) became allies with the Chinese and held off the Safavid
   (C) did not launch conquests nor expand out of religious fervor
   (D) were a peaceful people who converted to Buddhism under Ashoka

Answer: C

Topic: State consolidation and imperial expansion
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–4
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.3.II.B

4.34. The reign of which European monarch coincided with the rule of Akbar over the Mughal dominion in the Indian subcontinent?
   (A) Charles V of France
   (B) Gustav I of Sweden
   (C) James I of England
   (D) Philip II of Spain

Answer: D

Topic: Legitimization and consolidation of imperial rule; Akbar’s Religious Syncretism, Hindu Allies, and a Multicultural Empire
Theme: Development and Transformation of Social Structures
Learning Objective: SOC–7
Historical Thinking Skill: Periodization
Key Concept: 4.3.I
Questions 4.35–4.37 refer to the map and passage below.

*The Ottoman, Safavid, and Mughal Empires*
The Supreme Being who is at once the sovereign arbiter of the destinies of men and the source of all light and knowledge, declares in the Qur’an that the true faith is that of the Muslims, and that whoever professes another religion, far from being hearkened to and saved, will on the contrary be cast out among the rejected on the great day of the Last Judgment; . . . Place yourself, O Prince, among the true believers, those who walk in the path of salvation, and who turn aside with care from vice and infidelity. May the purest and holiest blessings be upon Muhammad, the master of the two worlds, the prince of prophets, as well as upon his descendants and all who follow his Law! . . .

Animated by this [religious decree], conforming to the Qur’an, the code of divine laws, and wishing on one side to strengthen Islam, on the other to liberate the lands and peoples who writhe under your yoke, we have resolved to lay aside our imperial robes in order to put on the shell and coat of mail, to raise our ever victorious banner, to assemble our invincible armies, to take up the gauntlet of the avenger, to march with our soldiers, whose sword strikes mortal blows. . . . In pursuit of this noble resolution, we have entered upon the campaign, . . . we come, before commencing war, to set out before you the words of the Qur’an, in place of the sword, and to exhort you to embrace the true faith; this is why we address this letter to you . . .

**Letter from Ottoman Ruler Selim I to Safavid Leader Ismail I**

4.35. The interactions described in the passage are best understood in which of the following contexts?

(A) The Ottoman ruler Selim I welcome Safavid ruler Ismail I and asks him to join the campaign.

(B) The Ottoman ruler Selim I accuses the Shi’ite Safavids of heresy and is preparing for battle.

(C) The Ottoman ruler Selim I attempts to expand his territory because of trade violations by the Safavids.

(D) The Ottoman ruler Selim I requests an alliance with Ismail I as a fellow Muslim to battle the Mughals.

**Answer:** B

**Topic:** Rulers legitimize power

**Theme:** State Building, Expansion, and Conflict

**Learning Objective:** SB–1

**Historical Thinking Skill:** Causation; Contextualization

**Key Concept:** 4.3.I.A

4.36. What role did the variants of Islam play in the interactions between the Mughal, Ottoman, and Safavid empires?

(A) The Ottomans welcomed the Safavids and Mughals to join their empire and to promote Islam throughout the Eastern Hemisphere.

(B) The Mughals and the Ottomans were allies and joined in campaigns against the Safavids.

(C) The Ottomans and Safavids engaged in frequent warfare because of the divisive competition between Muslim sects.

(D) The Mughals, Ottomans, and Safavids recognized the sovereignty of each empire and did not attempt to encroach on each other’s territory.

**Answer:** C
4.37. Which of the following was a similar factor in the rise of Mughal, Ottoman, and Safavid empires?

(A) Each empire took advantage of the power vacuum that resulted from the devastation of Timur and the breakup of the Mongol empire.

(B) Each empire took advantage of the strength of their Janissaries to defeat others in warfare and expand their territories.

(C) Silver from the Americas stabilized the economies of each empire and allowed for their rapid rise and expansion.

(D) Each empire benefitted from the expansion of Islam and the wealth gained from Indian Ocean trade networks.

Answer: A
Questions 4.38–4.40 refer to the images and passage below.

Nineteenth Engraving of the Cubicles for Imperial Civil Service Exams in Beijing

Wives and Concubines of Ming Emperors Depicted in a Scene of Court Life
Another remarkable fact and quite worthy of note as marking a difference from the West, is that the entire kingdom is administered by the Order of the Learned, commonly known as the Philosophers. The responsibility for orderly management of the entire realm is wholly and completely committed to their charge and care. The army, both officers and soldiers, hold them in high respect and show them the promptest obedience and deference, and not infrequently the military are disciplined by them as a schoolboy might be punished by his master. Policies of war are formulated and military questions are decided by the Philosophers only, and their advice and counsel has more weight with the King than that of the military leaders. In fact very few of these, and only on rare occasions, are admitted to war consultations. Hence it follows that those who aspire to be cultured frown upon war and would prefer the lowest rank in the philosophical order to the highest in the military, realizing that the Philosophers far excel military leaders in the good will and the respect of the people and in opportunities of acquiring wealth.

Matthew Ricci, *China in the Sixteenth Century*, 1942

4.38. Identify an important feature of Chinese culture during the Ming dynasty,
(A) Emperors conducted elaborate public performances of Confucian rituals to legitimize their rule.
(B) Chinese males were forced to wear the queue to demonstrate loyalty to the emperor.
(C) The employment of eunuchs in the Forbidden City ended, giving the emperor more power.
(D) The popularity of Buddhism increased, leading to a decline in Confucian values and education.

Answer: A
Topic: Confucian rituals
Theme: Development and Transformation of Social Structures
Learning Objective: SOC–5
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.3.1.A

4.39. Which of the following statements regarding women’s status during the Ming and Qing dynasties is true?
(A) Emperors granted women more rights and discouraged the practice of footbinding.
(B) Women were encouraged to study the Confucian classics to prepare for civil service exams.
(C) Women continued to be subjugated, and the practice of footbinding was prevalent among the elite.
(D) With the arrival of Europeans, new ideas regarding emancipation for Chinese women were enacted.

Answer: C
Topic: Changing political and economic structures affected gender hierarchies
Theme: Development and Transformation of Social Structures
Learning Objective: SOC–1
Historical Thinking Skill: Synthesis
Key Concept: 4.2.III.A
4.40. What enabled the Ming emperors to maintain centralized control over the population and resources?

(A) Ming emperors practiced tight control over eunuchs to maintain harmony within the empire.

(B) Ming emperors recruited elites to prepare for the Chinese examination system.

(C) Extensive trade with the Ottomans brought more wealth to Ming emperors.

(D) The Great Wall isolated Ming emperors and led to a nation without resources.

Answer: B

Topic: Techniques of imperial administration
Theme: Creation, Expansion, and Interaction of Economic Systems
Learning Objective: ECON–3
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.3.1.C
Questions 4.41–4.43 refer to the images, map, and table below.

Cathedral of St. Basil the Blessed, Red Square, Moscow

Cartoon Lampooning Peter the Great's Order to the Nobility to Cut Off Their Beards
<table>
<thead>
<tr>
<th>1450 C.E.</th>
<th>1600 C.E.</th>
<th>1750 C.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1462</strong> Much of Russia freed from Tatars by Ivan III (Ivan the Great)</td>
<td><strong>1604–1613</strong> Time of Troubles</td>
<td><strong>1762–1796</strong> Reign of Catherine the Great</td>
</tr>
<tr>
<td><strong>1480</strong> Moscow region free; Russian expansion presses south</td>
<td><strong>1613–1917</strong> Romanov dynasty</td>
<td><strong>1773–1775</strong> Pugachev revolt</td>
</tr>
<tr>
<td><strong>1533–1584</strong> Life of Ivan IV (Ivan the Terrible), first to emphasize the title of tsar; boyar power reduced</td>
<td><strong>1637</strong> Russian pioneers to Pacific</td>
<td><strong>1772 1793 1795</strong> Partition of Poland</td>
</tr>
<tr>
<td><strong>1552–1556</strong> Russian expansion in central Asia, western Siberia</td>
<td><strong>1649</strong> Law enacted making serfdom hereditary</td>
<td><strong>1785</strong> Law enacted tightening landlord power over serfs</td>
</tr>
</tbody>
</table>

1689–1725 Reign of Peter the Great  
1700–1721 Wars with Sweden  
1703 Founding of St. Petersburg
4.41. Which characterized Russian patterns of territorial expansion and settlement during this period?

(A) Boyars expanded north into Finland and to the south, where they clashed with the Ottomans.
(B) Russia was landlocked at this time and did not expand its empire.
(C) Russia expanded into central Asia and into western Siberia, where peasants were recruited to settle the new lands.
(D) Russia expanded into central Asia and western Europe, where Russian agricultural techniques were in demand.

Answer: C

Topic: Land-based and maritime expansion; Coerced labor
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems
Learning Objective: SB–3; ECON–5
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.3.II.B; 4.2.II.A

4.42. As an absolute ruler, what change did Peter the Great introduce to westernize Russia?

(A) Peter the Great introduced political and military change through the recruitment of foreign officers to run the navy.
(B) Peter the Great introduced economic change through strengthening mining industries and using serfs in manufacturing.
(C) Peter the Great introduced cultural changes by renaming Russian landmarks after Western models.
(D) Peter the Great introduced religious change by promoting Islam throughout Russia.

Answer: B

Topic: Rulers legitimize power; Rulers consolidate power over groups and populations
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–1; SB–10
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.3.I.A

4.43. Of what is St. Basil’s Cathedral in Moscow an example?

(A) the syncretization of belief systems across Russia.
(B) the use of religious ideas, art, and monumental architecture to legitimize the position of rulers
(C) the use of paid labor to create state monuments as symbols of modernization
(D) the diffusion of European culture into Russia and East Asia

Answer: B

Topic: Monumental architecture and urban design
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–5
Historical Thinking Skill: Synthesis
Key Concept: 4.3.I.A
Questions 4.44–4.45 refer to the map and images below.

*Major Political Units of the World, c. 1750*

*Door Panels, Florence Baptistery, Italy*
4.44. Name a result of increased oceanic trade and rising profits for merchants and monarchs.
   (A) Monarchs gained great wealth through taxation and mercantilism and produced monumental art and architecture.
   (B) Serfdom ended in Europe, as peasants earned more money and gained equal status with nobles.
   (C) The practice of mercantilism ended in Europe but continued in South Asian and East Asian countries.
   (D) Monarchs continued to share power with the nobility and taxation ended in Europe.

Answer: A

Topic: Globalizing culture and political and economic effects
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–9
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing
Key Concept: 4.1.VII

4.45. Which of the following political and economic elites confronted new challenges to their ability to affect polices of increasingly powerful monarchs and leaders?
   (A) China and Japan welcomed European traders and encouraged the settlement of new colonies to challenge the power of Confucian scholars.
   (B) Zamindars in the Mughal empire and the daimyo in Japan faced challenges as their leaders gained power and wealth.
   (C) Boyars in Russia and the Amerindian nobles in the Americas faced few challenges as they continued to accumulate more power and wealth.
   (D) As a result of the rise of global trade, China and Indian elites gained superiority and power over European trade networks.
4.46. Which statement best characterizes the pace of change that had occurred in Europe by the eighteenth century?

(A) Europe changed slowly as it emerged from the Dark Ages into the eighteenth century.
(B) By the eighteenth century, European states had all become constitutional monarchies and had agreed to a balance of power between nation-states.
(C) Continued contact with Russia had resulted in the diffusion of Russian culture and ideas into Europe by the eighteenth century.
(D) Literacy had expanded in Europe by the eighteenth century, and governments had begun funding programs for the visual and performing arts.

Answer: D

4.47. Which statement about gender, family, or demographic restructuring that occurred during this period is false?

(A) Demographic changes in Africa resulted from the slave trade.
(B) Amerindian populations moved east to escape the European settlement.
(C) European families tended to become smaller.
(D) European men depended on women in Southeast Asia when conducting trade in that region.

Answer: B

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4.48. Use the image and map below and your knowledge of world history to answer all parts of the question that follows.

*French Engraving, Haitian Sugar Plantation, Eighteenth Century*

The production of sugar from the cane occurred in structures near the sugarcane fields themselves. Note the aqueducts carrying water to power some machinery.

Plantation owners generally lived on high windswept areas of their estates while slaves dwelled in quite humble housing near the areas of sugarcane cultivation or the grazing of animals used for food and sugar production.

The Granger Collection, New York
(A) How did agriculture change between 1450 and 1750?

(B) What caused the dramatic expansion of the Atlantic slave trade?

(C) What role did the production of sugar play in triangular trade?

Sample Answers

(A) Student responses might include the following observations:
Demographic growth was restored with the introduction of American food crops (i.e., potatoes, tomatoes, maize) throughout the Eastern Hemisphere (Columbian Exchange), which led to increased agriculture in areas.
Farmers adapted to the Little Ice Age by introducing new crops and farming methods.
The Columbian Exchange led to new ways of interaction with the environment.
Increased demand for cash crops led to new forms of coerced labor.

(B) The rise of the plantation economy (sugar, cotton, tobacco) resulted in the increased demand for slaves. Students might also discuss that the demand for slaves increased
because Amerindians, who died as a result of their lack of immunity to European diseases or who ran away, were in limited supply to do the plantation work.

(C) Overall, as the production of sugar increased, the demand for African slaves increased. Sugar production was very labor intensive. Sugar production was the third leg of the triangular trade network. Sugar was shipped as molasses and was distilled into rum. In Europe or New England, profits from trade in molasses and rum were used to purchase goods. American and Europeans traders went to Africa with trade goods on the first leg of the triangular network to obtain slaves. Slaves were sent across the Atlantic, in the second leg, or Middle Passage. In the Americas, slaves were used to produce more sugar, and the cycle continued.

**Topic:** Plantations; Atlantic world; African, American, European interactions  
**Theme:** Creation, Expansion, and Interaction of Economic Systems; Development and Transformation of Social Structures  
**Learning Objective:** ECON–1; SOC–4  
**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Causation; Synthesis  
**Key Concept:** 4.2.II.B; 4.1.IV.D; 4.1.V.A; 4.1.V.B
Hanging Scroll Depicting “A Meeting of Japan, China and the West”

Regulation 1 – All vessels of war are prohibited from entering the Bogue. Vessels of war acting as convoy to merchantmen must anchor outside at sea till their merchant-ships are ready to depart, and then sail away with them.

Regulation 3 – All river-pilots and ships’ Compradores must be registered at the office of the assistant magistrate [Tongzhi] at Macao. . . . All other boatmen and people must not have communication with foreigners, unless under the immediate control of the ships’ Compradores; and should smuggling take place, the Compradore of the ship engaged in it will be punished.

Regulation 5 – Foreigners are prohibited from rowing about the river in their own boats.

Regulation 8 – Foreign ships arriving with merchandise must not loiter about outside the river; they must come directly to Huangpu. They must not rove about the bays at pleasure and sell to rascally natives goods subject to duty, that these may smuggle them, and thereby defraud His Celestial Majesty’s revenue.

Rules Regulating Foreign Trading in Guangzhou


NOTE: The manuscript was written in Macao and captured by the English on its way to Lisbon.

There are such a number of artificers ingeniously framing sundry devices out of gold, silver, and other metals . . . and other matters convenient for man’s use, that the streets of cities being replenished with their shops and fine workmanship are very wonderful to behold. . . . Their industry does not less appear in founding of guns. . . . To these may be added the art of printing . . . and with marvelous facility they daily publish huge multitudes of books. . . . You may add two more, that is to say navigation and discipline of war, both of which have been in ancient times most diligently practiced. . . . The people of China do above all things profess the art of literature, and learning it most diligently, they employ themselves a long time and the better part of their age therein. . . . Graduates of the second degree are elected in each province, and a certain number . . . ascend to the highest pitch of dignity. . . . Out of this order the chief magistrates are chosen. . . .

“An Excellent Treatise of the Kingdome of China”

(A) Why were European merchants and missionaries interested in relations with China and establishing bases there?

(B) Analyze China’s attitude towards the West.

(C) What do these images and passages convey regarding the Chinese and Japanese attitude towards the West and the global exchange of ideas?
Sample Answers

(A) Students might include the following observations in their answers:

Merchants were trying to establish new trade route due to the fact that trade along the Silk Roads was disrupted after the Mongol Empire collapsed and the Ottomans captured Constantinople.

Merchants wanted to trade items such as Chinese silk, tea, porcelain, and spices.
Spices such as ginger and Indian pepper were in great demand by the European elite.
Missionaries were attempting to convert Chinese people to their faith and to gather information about them.

(B) Students might include the following observations in their answers:

Chinese looked at Westerners as barbarians and set rules regarding their access to China.
Western nations had taken over lands along the coast of the Indian Ocean, and the Chinese felt that Europeans could not be trusted.
After the Philippines were colonized, the Chinese were even more distrustful of Westerners.
Europeans were allowed to trade for one season in Macao, near Canton. After the season ended, they were required to sail away.
The Chinese were interested in some of the technology, such as clocks, that the Jesuits brought as gifts to China, but for the most part the Chinese regarded European products as inferior.
The Chinese distrusted Jesuit missionaries as well as merchants. (Although it should be noted that Francis Xavier and the Jesuits made substantial conversions in China, particularly in Shanghai.)

(C) Students might include the following observations in their answers:

At first the Japanese welcomed European traders and the goods that they brought from across the Indian Ocean.
As more European traders and missionaries arrived, European technologies, such as the printing press and firearms, were quickly improved upon by the Japanese. Within a short time, however, the success of European traders and missionaries was considered a threat by the elite.
The new religion (Christianity) was considered to be a threat to Japanese customs and beliefs, and Christians began to be persecuted and exiled.
The Japanese also felt threatened by the takeover of the Philippines by the Spanish.
The Japanese were interested in "Dutch learning," such as astronomy. In the accompanying scroll image, the position of the Japanese man suggests his interest in Western science, an area in which the Japanese acknowledged Western superiority.
The Japanese virtually closed their "doors" and focused on their own culture after this time. As Japan modernized, the samurai began to lead revolts, as they lost their place in society.

Topic: Trading post empires; Competition over trade routes; Effects on regional markets
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems
Learning Objective: SB–1; SB–9; ECON–13
Historical Thinking Skill: Contextualization; Argumentation; Interpretation
Key Concept: 4.1.III; 4.1.IV A; 4.2.II.A; 4.2.III.B; 4.3.III
Section III

Long Essay Question

Question 4.50: Using specific examples, compare the political and cultural structure of these two empires in the period from c. 1450 to c. 1750.

Ottoman Empire ———— Safavid Empire

Sample Answer

This question is asking students to compare the political and cultural structures of the Ottoman and the Safavid empires and to provide evidence in support of their thesis. Students should understand that compare also means contrast and that they are required to provide evidence and analysis for both similarities and differences, but not necessarily evenly.

To gain the thesis point, students must address all parts of the question, qualifying comparisons and contrasts within the given timeframe. Qualifying categories for comparison and contrast are both political and cultural. A strong essay will not only provide evidence of comparison of both political and cultural structures but also include analysis of impact relative to the similarities and differences.

In this question, students can demonstrate the targeted historical thinking skill of comparison by providing specific points of comparison and contrast between the two empires. Students must describe similarities and differences related to political and cultural structures while analyzing the reasons for the similarities and/or differences cited. Students must evaluate the significance of historical developments to gain two points.

Two points can be gained through extensive analysis of evidence (content and sourcing), citing a minimum of five pieces of evidence in support of their thesis and establishing clear linkages between the evidence cited and their thesis. Students must draw direct comparisons and direct contrasts.

The Ottoman and Safavid were both gunpowder empires with Turkish ruling dynasties that withstood powerful nomadic invasions and enlarged their territories. Politically, both empires followed steppe traditions, which conferred autocratic power on the ruler. Because no clear successor was named, intra-family conflicts and competition for power followed the deaths of rulers. Princes fought to become heir, and political instability caused by family controversies always threatened the empires. To prevent coups sons were kept in the palace, which led to sheltered and less competent rulers. As a consequence, instability threatened the empires. Both had large centralized bureaucracies, with a vizier in the Ottoman Empire carrying out administration. In order to rule their diverse populations, the Ottomans instituted the millet system, under which autonomous religious communities retained their own laws and identifies. Both empires instituted a jizya, or head tax.

In the Safavid Empire, Persians were recruited for positions at court, and struggles for power between the Turkish and Persian notables ensued. Over time both empires weakened, as the empires did not continue to expand nor gain new sources of wealth and resources from expansion. Neither empire embraced Western technology, which was also a factor in their decline. The Wahhabi movement led to
the demolition of an astronomical observatory under construction and the closure of the Ottoman printing press.

The Ottomans were Sunni Muslims, which led to political rivalries with the Shi’ite Safavids; but both had connections to the Sufi religious order. Devotion to Islam motivated both the Ottomans and the Safavids to conquer new lands to spread their faith. Safavid followers were known as the qizilbash, meaning red hats or heads, who wore red caps to signify their support for the Safavid.

The Ottomans instituted the practice of devshirme, the converting of sons of Christians to Islam and training them to serve the government as civilian administrators or in the military as Janissaries. At its height, the empire of the Ottomans had a powerful navy, in contrast to the Safavid where sea vessels were privately owned. However, after the Ottoman defeat by the Spanish and Venetians (at the Battle of Lepanto), the Ottomans lost their sea supremacy, signaling the end of the “Ottoman Lake” (the Mediterranean). The Sunni Ottomans and the Shi’ite Safavids clashed at the Battle of Chaldiran, where the Ottomans emerged victorious. This defeat limited the ability of the Safavid to expand further, also a factor in their decline.

Culturally, both empires were patriarchal societies. The wives of elite had influence and followed the custom of the purdah and veiling the women. Both empires encouraged the production of miniature paintings and rugs. Both encouraged the arts and unique artistic styles developed. Persian calligraphy was emphasized in the empires. The Ottomans spoke Turkish whereas the Safavids spoke Persian. While both excelled at architecture, the Safavids were superior in art and architecture.

There are many ways the synthesis point can be earned. Students may earn the synthesis point, one point, by extending the argument to a different historical period, a different discipline of inquiry, or another course theme (such as economic, social, cultural, or intellectual history). Students may also discuss connections to geography or to anthropology to support their thesis in order to earn the synthesis point. This question offers the student many options.

**Topic:** Rulers legitimize power; Gunpowder empires; State rivalries; State consolidation and imperial expansion; Rulers consolidate power over groups and populations; Imperial expansion;

**Theme:** State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems; Development and Transformation of Social Structures.

**Learning Objective:** SB–1; SB–2; SB–4; SB–10; ECON–3; ECON–12; SOC–3

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Causation; Comparison; Synthesis

**Key Concept:** 4.1.VI; 4.3.I.A; 4.3.I.B; 4.3.I.C; 4.3.II.B

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**Question 4.51:** Compare demographic and environmental effects of the Columbian Exchange on the Americas with the demographic and environmental effects of the Columbian Exchange on one of the following regions between 1492 and 1750.

Asia———Europe

**Sample Answer**

This question is asking students to compare the demographic and environmental effects of the Columbian Exchange on the Americas with Asia or Europe and to provide evidence to support their thesis. Students should understand that compare also means contrast and that they are required to provide evidence and analysis for both, but not necessarily evenly.

To gain the thesis point the student must address all parts of the question by qualifying comparisons and contrasts within the given timeframe. Qualifying categories for comparison and contrast are demographic and environmental effects as evidence. A strong essay will not only provide evidence of comparison of demographic and environmental effects but also include analysis of the impacts relative to the similarities and differences.

In this question, students demonstrate the targeted historical thinking skill of comparison by providing specific evidence as they compare and contrast the two regions. Students must describe similarities and differences among historical developments relating to the demographic and environmental effects while analyzing the reasons for these similarities and/or differences. Students must evaluate the significance of the effects to gain two points.

Two points can be gained through extensive analysis of evidence (content and sourcing), citing a minimum of eight pieces of evidence in support of their thesis and establishing clear linkages between the evidence cited and their thesis. Students must draw direct comparisons and direct contrasts.

When the Europeans arrived in the Americas, the indigenous peoples did not have inherited or acquired immunity to their diseases, such as small pox, measles, diphtheria, whooping cough, and influenza. As a result, the demographic effects of the Columbian Exchange in the Americas were staggering, as millions died (commonly referred to as the “great dying”). Estimates encompass the loss of 90 percent of the Aztec population alone. The Columbian Exchange is regarded as the worst demographic calamity in world history. In Asia, diseases were endemic; while some children and infants died, survivors gained immunity. In Europe, diseases predominantly affected children; while 10 to 15 percent died, diseases also did not pose an existential threat to society because adults, who were responsible for the economic, political, and social organization of European nation-states, were not affected to the degree that adult populations in the Americas were affected.

On the other hand, over time, with the exchange of crops and animals, world population rose. New foods, such as wheat, rice, sugar, cherries, apples, and citrus fruits, were introduced. Land was cleared for crops and wheat was successfully grown across the plains in North and South America. In the Eastern Hemisphere, crops such as maize and potatoes contributed to diets, grew well in places not suitable for the cultivation of rice or millet, and supplemented traditional rice and wheat dishes to sustain China’s population explosion. Tomatoes, peppers, peanuts, and manioc also arrived in Eurasia from the Americas. Quinine, made from American medicinal plants, proved effective in treating malaria. Beans also added protein to the diets of Eurasians. Potatoes were not as popular in China as in Europe. In
China, many associated potatoes with peasants. Later the Chinese recognized that the crop, being concealed in the ground, was an important source of food that plundering troops could not seize during war times. Meat-yielding and dairy animals, such as horses, cattle, pigs, sheep, chickens, and goats, brought to the Americas provided food and sources of energy for labor. However, because of a lack of natural predators, the animals multiplied rapidly and impacted the ecological balance. Entire landscapes were destroyed with their hooves and foraging. Land was cleared for cattle ranches and pastures by Spanish settlers in the Americas.

As a result of the Columbian Exchange, world population rose due to a steady and varied diet of new foods. In Europe, the mortality rate declined and, in combination with the increase in births, the population rose rapidly. The Columbian Exchange also included forced and voluntary transoceanic migrations, thus spreading the human population. The demographics of the Americas were affected by the importation of millions of slaves from Africa. Most Spanish migrants and slaves were men. Because of the gender imbalance that ensued, Spanish men consorted with local women and with African slaves. New social classes emerged from these unions. Migration to the Americas from across Eurasia occurred as migrants claimed the lands depopulated by diseases. As cities grew in the Americas, in Europe, and in Asia, the environment was changed by the clearing of forests for lumber as well as by pollution, which affected the habitat of large-sized mammals and birds. Over time, the American flora and fauna began to take on more of a European appearance.

In the Americas, beavers were hunted to near extinction to satisfy the demand for furs by consumers in China and Europe. Similarly, deer, codfish, whales, and seals were hunted for their skins, food, oil and ivory. Sable pelts from Siberia were in great demand also. As population increased, the demand for food increased, and more land was cleared for wheat and sugar, leading to environmental problems. In addition, the lure of wealth led to increased silver mining in Mexico and in Peru and to the degradation of the environment.

There are many ways the synthesis point can be earned. Students may earn the synthesis point, one point, by extending the argument to a different historical period, a different discipline of inquiry, or another course theme (such as economic, social, cultural, or intellectual history). Students may also discuss connections to geography or anthropology to support their thesis in order to earn the synthesis point. This question offers the student many options.

**Topic:** Intensification of existing trade routes; New maritime routes; Atlantic world; Colonization; Columbian Exchange; Changing political and economic structures affected gender hierarchies; Restructuring of hierarchies

**Theme:** Creation, Expansion, and Interaction of Economic Systems; Development and Transformation of Social Structures; Interaction Between Humans and the Environment

**Learning Objective:** ECON–12; SOC–1; SOC–2; SOC–4; ENV–5; ENV–7; ENV–8

**Historical Thinking Skill:** Comparison; Contextualization; Synthesis; Analyzing Evidence: Content and Sourcing

**Key Concept:** 4.1.III.C; 4.1.IV.D; 4.1.V.B; 4.1.V.C; 4.1.V.D; 4.1.V.E; 4.2.III.A; 4.2.III.C
Section IV

Document-Based Questions

Directions: The following question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following:

• State a relevant thesis that directly addresses all parts of the question.

• Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.

• Source and analyze the significance of at least four of the documents on the following basis: intended audience, author’s purpose, historical context, format or medium, and/or point of view.

• Develop context by relating your argument to broader historical events or processes.

• Synthesize the elements above into a persuasive essay that extends your argument by connecting it to:
  • a different historical period or geographical region
  • another course theme or historical approach that is not the focus of the essay (such as political, social, economic, or intellectual history)
  • another perspective from a different academic discipline (such as economics, art history, anthropology, or government)
Question 4.52: Using the documents and your knowledge of world history, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century.

Historical Background: Spanish colonial America and Tokugawa Japan led the world in silver production from 1500 to 1750. In the early 1570s, the Ming Chinese government required that all domestic taxes and trade fees be paid in silver.

Document 1

Global Flow of Silver

[Map showing the global flow of silver with major silver mines, primary flow of silver, and Spanish territory marked.]

Document 2

Ye Chunji (County Official During the Ming Dynasty), Order Issued to Limit Wedding Expenses, 1570s

The frugal man with only one bar of silver currency can have something left over, whereas the extravagant man with a thousand can still not have enough.

Document 3

Tomás de Mercado (Spanish Scholar), Manual of Deals and Contracts, Seville, 1571

High prices ruined Spain as the prices attracted Asian commodities and the silver currency flowed out to pay for them. The streets of Manila in the Spanish territory of the Philippines could be paved with granite cobblestones brought from China as ballast* in Chinese ships coming to get silver for China.

*A heavy substance used to improve the stability of a ship.
Document 4
Wang Xijue (Ming Dynasty Court Official), Report to the Emperor, 1593

The venerable elders of my home district explain that the reason grain is cheap despite poor harvests in recent years is due entirely to the scarcity of silver coin. The national government requires silver for taxes but disburses little silver in its expenditures. As the price of grain falls, tillers of the soil receive lower returns on their labors, and thus less land is put into cultivation.

Document 5
Ralph Fitch (British Merchant), An Account of His Travels to the East Indies, Published in 1599

When the Portuguese go from Macao, the most southern port city in China, to Japan, they carry much white silk, gold, perfume, and porcelain and they bring from Japan nothing but silver. They have a great ship that goes to Japan every year, and brings back more than 600,000 coins’ worth of Japanese silver. The Portuguese use this Japanese silver to their great advantage in China. The Portuguese bring from China gold, perfume, silk, copper, porcelain, and many other luxury goods.

Document 6
Xu Dunqiu Ming (Writer) The Changing Times(An Essay About the Commercial City of Hangzhou), 1610

In the past, the dye shops would allow customers to have several dozen pieces of cloth dyed before settling accounts and charging the customers. Moreover, customers could pay for dying the cloth with rice, wheat, soybeans, chickens, or other fowl. Now, when you have your cloth dyed you receive a bill, which must be paid with silver obtained from a moneylender.

Document 7
He Qiaoyuan (Ming Dynasty Court Official), Report to the Emperor (On the Possibility of Repealing the 1626 Ban on Foreign Trade), 1630

The Spanish have silver mountains, which they mint into silver coins. When Chinese merchants trade in Southeast Asia and the Indian Ocean, they trade the goods we produce for the goods of others. But when they go to Luzon (Philippines) they only return with silver coins. Chinese silk yarn worth 100 bars of silver can be sold in the Philippines at a price of 200 to 300 bars of silver there. Moreover, porcelain from the official pottery works as well as sugar and fruit from my native province, are currently desired by the foreigners.
Since we were supplanted in the spice-trade by the Dutch, our chief investments or importations from the East Indies have been in dyed cotton cloth, silks, drugs, cotton-yarn, and wool; part of which commodities are for our own use, but a much greater part, in times of peace, were brought to London for sale to France, Germany, the Netherlands, Spain, Italy, and our colonies.

For Europe draws from Asia nothing of solid use; only materials to supply luxury, and only perishable commodities, but sends to Asia gold and silver, which is there buried and never returns.

But since Europe has tasted of this luxury, since the custom of a hundred years has made Asian spices seem necessary to all degrees of people, since Asian silks are pleasing everywhere to the better sort, and since their dyed cotton cloth is useful wear at home, and in our own colonies, and for the Spaniards in America, it can never be advisable for England to quit this trade, and leave it to any other nation.

Sample Answer

An acceptable thesis would consist of one or more congruent sentences in the opening paragraph that would present a plausible analysis of the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century. For example, students might discuss that, in China, the increased flow of silver led to negative social and economic effects whereas, in Europe, European economies and societies benefited from the increase in luxury goods. An excellent thesis would include information concerning (1) the integration of Europeans in the globalization of trade and the economic opportunities that arose therefrom and (2) the creation of growing social divisions within China. Students might also mention that the flow of silver eventually weakened states.

To achieve all four points in the evidence category of the rubric, students need to relate at least six of the documents to their thesis and to analyze each document by addressing either historical context, audience, purpose, or the point of view of each document. It is always wise to incorporate all documents and to relate evidence back to the thesis (1) by addressing the intended audience or the document author’s point of view or purpose or (2) by placing documents in the context of what was happening. For instance, the author of Document 2 seems to feel that people should be more frugal and possibly represents a Confucian point of view; the audience for Document 2 would be the people in China. Document 3 has a Spanish point of view, and the author’s tone is resentful owing to silver flowing from Spain to China. Document 4 may be used to discuss the decline of traditional Chinese society and the economy. Students may characterize Document 4, similar to Documents 2 and 6, as a representation of a Confucian point of view. Document 5, an account from a British merchant, has mercantilist tone and mentions Portugal’s trade advantages. Students might pair Document 5 with Document 8. Document 6 may be used as evidence to explain the decline of traditional Chinese society and of the economy overall. Document 7 has an interesting point of view. The speaker’s motives are questionable, because goods from his native province are in demand and, if the ban is lifted, his region stands to benefit economically. Students might also use this document to demonstrate a sophisticated analysis of change over time, as evidence that China is moving away from traditional ideas about economy and trade. Document 8, written by an Englishman, might lead students to comment that he is a scholar or that, as an Englishman, he would favor an English trade advantage in the region to support England’s own economic gain.
There are plenty of outside examples students could use to support their thesis. Students might mention the advancements that Europeans enjoyed in technology and the speed at which global networks moved. Students might discuss silver mining in the Americas in relation to the exploitation of indigenous peoples through coerced labor. A couple of ways to gain the contextualization point: (1) to examine the role of the Columbian Exchange in relation to global trade networks or (2) to examine the increase in coerced labor necessary to produce silver and luxury goods in China, which were in great demand.

The synthesis point could be gained by discussing the impact of global networks of trade on the Americas or on another region into the next century. Students might also reference a discipline beyond history, such as economics, and relate supply and demand to their analysis of the flow of silver.

**Topic:** Mercantilism; Joint-stock companies; Transoceanic shipping; Atlantic world; Merchants; Globalizing networks and their political and economic effects

**Theme:** Creation, Expansion, and Interaction of Economic Systems; State Building, Expansion, and Conflict; Development and Transformation of Social Structures

**Learning Objective:** ECON–3; ECON–9; ECON–11; ECON–12; ECON–13; SB–3; SB–9; SOC–2; SOC–7

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Contextualization

**Key Concept:** 4.1.IV.A; 4.1.IV.B; 4.1.IV.C; 4.1.IV.D
Question 4.53: Using the documents and your knowledge of world history, analyze the European view of the inhabitants of the New World and how European knowledge of New World inhabitants shaped the way in which Europeans viewed themselves.

**Historical Background:** The arrival of Columbus in Hispaniola in 1492 would change the Americas and patterns of global interaction. Spanish conquistadores, missionaries, and merchants were quick to follow Columbus across the Atlantic and establish contact with the indigenous peoples.

**Document 1**

*Henricus Martellus (German Cartographer), World Map, c. 1489*

What Columbus knew of the world in 1492 is represented in this map of Henricus Martellus (c. 1489), copies of which are believed to have reached Christopher Columbus in Spain. After he left Europe, sailing west across the Atlantic, Columbus expected Asia to be his first major landfall.
Document 2

Diego Duran (Spanish Artist), Hernando Cortés Besieged by Aztec Warriors, Sixteenth Century

Armored Spanish soldiers, under the command of Pedro de Alvarado (d. 1541) and bearing crossbows, engage unprotected and crudely armed Aztecs, who are nonetheless portrayed as larger than life by Spanish artist Diego Duran (sixteenth century).

Document 3

Michel de Montaigne (Author and Philosopher), Reflections on the Nature of “Barbarism,” 1575


Now, to return to my subject, I think there is nothing barbarous and savage in that nation [Brazil], from what I have been told. . . . Each man calls barbarism whatever is not in his own practice; for indeed it seems we have no other test of truth and reason than the example and pattern of the opinions and customs of the country we live in. There [we] always [find] the perfect religion, the perfect government, the perfect and accomplished manners in all things. Those [foreign] people are wild, just as we call the fruits that Nature has produced by herself and in her normal course; where really it is those that we have changed artificially and led astray from the common order that we should call wild. The former retain alive and vigorous their genuine virtues and proprieties, which we debased the latter by adapting them to gratify our corrupted taste. . . . It is not reasonable that [our human] art should win the place of honor over our great and powerful mother nature.
**Document 4**
*Christopher Columbus, Description of His First Voyage to the New World*

The people of this island and of all the other islands which I have found and of which I have information, all go naked, men and women, as their mothers bore them. . . . They have no iron or steel or weapons, nor are they fitted to use them. This is not because they are not well built and of handsome stature, but because they are very marvelously timorous. . . . They refuse nothing that they possess, if it be asked of them; on the contrary, they invite any one to share it and display as much love as if they would give their hearts. . . . They do not hold any creed nor are they idolaters; but they all believe that power and good are in the heavens and were very firmly convinced that I, with these ships and men, came from the heavens.

**Document 5**
*Bartolomé de las Casas (Dominican Friar), Description of the Inhabitants of the New World*

God has created all these numberless people to be quite the simplest, without malice or duplicity, most obedient, most faithful to their natural lord, and to the Christians, whom they serve; the most humble, most patient, most peaceful, and calm, without strife nor tumults; not wrangling, nor querulous, as free from uproar, hate and desire of revenge, as any in the world. . . .

They are likewise of a clean, unspoiled, and vivacious intellect, very capable, and receptive to every good doctrine; most prompt to accept our Holy Catholic Faith, to be endowed with virtuous customs; and they have as little difficulty with such things as any people created by God in the world.

**Document 6**
*Jacques Cartier, First Contact with the Indians, 1534*

NOTE: Jacques Cartier, landing at Cape Gaspé while on a mission for King Francis I in 1534, was responsible for France’s early possession of Canada.

The fourth of July we went along the coast of the said land on the Northerly side to find some harborage, where wee entred into a creek altogether open toward the South, where there is no succour against the wind: we thought good to name it S. Martines Creeke. . . . [W]ee sawe two companies of boates of wilde men going from one land to the other: their boates were in number about fourtie or fiftie. One part of the which came to the said point, and a great number of men went on shore making a great noise, beckening unto us that wee should come on land, shewing us certaine skinnes upon pieces of wood, but because we had but one onely boat, wee would not goe to them, but went to the other side lying in the See: they seeing us flee, prepared two of their boats to follow us, with which came also five more of them that were comming from the Sea side, all which approched neere unto our boate, dancing, and making many signes of joy and mirth, as it were desiring our friendship, saying in their tongue . . . with many other words that we understood not. . . . [W]e made signes unto them that they should turne back, which they would not do, but with great furie came toward us: and suddenly with their boates compassed us about: and because they would not away from us by any signes that we could make, we shot off two pieces among them, which did so terrifie them, that they put themselves to flight toward the sayde point, making a great noise: and having staid a while, they began anew, even as at the first to come to us againe, and being come neere our boat wee strucke at them with two lances, which thing was so great a terrour unto them, that with great haste they beganne to flee, and would no more follow us.
Sample Answer

An acceptable thesis would consist of one or more congruent sentences in the opening paragraph that would present a plausible analysis of the way that Europeans viewed the inhabitants of the New World and how their knowledge shaped the way that Europeans viewed themselves. Students should organize the documents around the European view of the indigenous peoples and of the European view of themselves. For instance, students might discuss European ideas of the indigenous peoples as barbarians and savage as opposed to European benevolence, sophistication, and superiority. An excellent thesis would include sophisticated analysis relating to the tendency of European authors to see the inhabitants of the New World through the lens of preconceived ideas. Students, for example, may discuss the European concept of manifest destiny as a justification for claiming lands in the New World.

To achieve all four points in the evidence category of the rubric, students need to relate at least five of the documents to the thesis and to analyze each document by addressing historical context, audience, purpose, or point of view. It is always wise to use all documents and to relate evidence back to the thesis by addressing the intended audience or the author's point of view or purpose or by placing the document in the context of what was happening. For instance, the map displayed in Document 1 would have been available to many sea captains, but Columbus determined that it mapped a faster route to Asia. However, Columbus didn’t calculate distance correctly and thought he had made landfall in East Asia. The Martellus map represents a European point of view. As seen in Document 2, Europeans represented the Aztec through a lens that portrayed the Aztec as larger than life and aggressive. The audience for the illustration would be Europeans and would set the tone for the manner in which the peoples in the Americas would be perceived and treated.

On the other hand, the Europeans viewed themselves as superior, as evidenced in Document 3. Students might also note that, in Documents 3, 4, and 5, there is tendency of Europeans to identify the New World and its peoples with “nature.” There are also numerous responses to the peoples in the New World that students can analyze in Documents 2, 3, 4, 5, and 6. In Document 4, an account from Columbus, he seems to view the inhabitants as friendly and generous, but unfit and unattractive by European standards. Students may wonder if Columbus portrayed the inhabitants as generous in order to justify the wealth he took. He also portrays the inhabitants as godly, perhaps again to justify coerced conversions to Christianity. Students may mention the fact that the pope supported the conversion of New World inhabitants and the claiming their land for God. Document 5, written by a Dominican friar, has the same point of view as Document 4, again seeing the indigenous people through a European lens. Being a man of God and motivated to convert, Bartolomé de las Casas would, naturally, discuss faith and godliness of the indigenous peoples. In Document 6, written by a Frenchman, the people are wild and aggressive. In all of the documents, the Europeans view themselves as superior, civilized, and god-fearing men. In addition, the Europeans see themselves as bringing God and civilizing ideas to the Americas.

The synthesis point can be gained by discussing the impact of the Columbian Exchange on the indigenous peoples or by analyzing European views in connection with the encomienda system, the mita system, or another form of coerced labor. For example, students could inject economics into their responses by discussing factors of production. Students could also mention the continuity of Western exceptionalism, European feelings of superiority, and Church-approved exploration of lands worldwide.

Topic: Trading-post empires; Land-based and maritime expansion; Columbian Exchange
Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures
**Learning Objective:** SB–1; SB–3; SB–9; SOC–7

**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Contextualization; Synthesis

**Key Concept:** 4.3.II.C; 4.I.V.A
Period 5
Industrialization and Global Integration
(c. 1750 to 1900)

Section I

Multiple-Choice Questions

Questions 5.1–5.3 refer to the passage below.

There is a destiny now possible to us, the highest ever set before a nation to be accepted or refused. Will you youths of England make your country again a royal throne of kings, a sceptred isle, for all the world a source of light, a centre of peace; mistress of learning and of the Arts, faithful guardian of time-honoured principles? This is what England must do or perish: she must found colonies as fast and as far as she is able, formed of her most energetic and worthiest men; seizing every piece of fruitful waste ground she can set her feet on, and there teaching these her colonists that their chief virtue is to be fidelity to their country, and their first aim is to advance the power of England by land and sea.

John Ruskin (British Critic), Inaugural Lecture, Oxford University, 1870

5.1. What action does Ruskin justify in the passage?
(A) imperialist action by European nations
(B) the pursuit of industrialization by western European states
(C) the overthrow of the British monarchy in favor of a constitutional government
(D) the establishment of artistic academies in England to rival those of the French

Answer: A
Topic: Imperialism
Theme: State Building, Expansion, and Conflict
Learning Objective: SB–2; SB–3
Historical Thinking Skill: Argumentation; Periodization
Key Concept: 5.2.1.B

5.2. All of the following are plausible motives for the imperialist ideas conveyed in Ruskin’s lecture excerpt one. Which one?
(A) locating additional raw materials for British factories
(B) increasing the availability of international markets for European goods
(C) growing support for mercantilist policies among European governments
(D) the emerging racial ideologies of the nineteenth century

Answer: C
Topic: Imperialism and industrial revolution; Need for raw materials
5.3. Although Ruskin called for increased action, which of the following European states saw its influence and involvement in imperialism decline?

(A) England
(B) Norway
(C) Japan
(D) Portugal

**Answer:** D

**Topic:** Formation of new nation states; Imperialism; Expansion of the global economy

**Theme:** State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures

**Learning Objective:** SB–1; SB–2; SB–3; ECON–3

**Historical Thinking Skill:** Causation; Periodization

**Key Concept:** 5.2.I.B
Questions 5.4–5.6 refer to the image below.

American Anti-Imperialist Cartoon

5.4. Which of the following was an indigenous response to the imperialist actions of England lampooned in the cartoon?
(A) the Meiji Restoration
(B) the American Civil War
(C) the Sepoy revolt
(D) the Greek war for independence

Answer: C

Topic: Imperialism; Resistance to imperialism
Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures,
Learning Objective: SB–1; SOC–7
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing; Interpretation
Key Concept: 5.3.III.D

5.5. In what ways did British control of one region identified in the image impact other regions?
(A) Rebellions in one colonial region typically led to copycat rebellions in other colonies.
(B) England seized resources from colonies in Asia to promote industrialization in its African colonies.
(C) As England gained control of new regions, it was forced to let older colonies go to avoid overextension.
(D) England often used indigenous peoples from one colony as forces to conquer and control other indigenous peoples in that colony or in nearby colonies.

Answer: D

Topic: Imperialism; Labor systems; Global migration
Theme: Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: ECON–5; ECON–6; SOC–2; SOC–8
Historical Thinking Skill: Causation; Contextualization
Key Concept: 5.4.II.B

5.6. Why is Egypt included in the image?
(A) England hoped to develop a canal that would facilitate access to the Indian Ocean.
(B) England wanted to develop a self-sufficient textile industry in Egypt.
(C) Egypt threatened English control in the Middle East.
(D) Egypt petitioned the English for inclusion in its empire.

Answer: A

Topic: Industrialization; Imperialism; Trade and economic interactions
Theme: Interaction Between Humans and Environment; State Building, Expansion, and Conflict
Learning Objective: ENV–5; SB–4; SB–9
Historical Thinking Skill: Causation; Contextualization
Key Concept: 5.1.IV
Questions 5.7–5.9 refer to the passage below.

Take up the White Man’s Burden—
Send forth the best ye breed—
Go bind your sons to exile
To serve your captives’ need;
To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child.

Rudyard Kipling, "The White Man’s Burden," 1899

5.7. What ideology is illustrated in Kipling’s poem?
   (A) socialism
   (B) conservatism
   (C) Social Darwinism
   (D) communism

Answer: C

Topic: Imperialism; Ideologies of the nineteenth century
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: CUL–3; SB–4; ECON–8; SOC–6
Historical Thinking Skill: Analyzing Evidence: Content and Sourcing; Causation; Contextualization
Key Concept: 5.2.III

5.8. The poem communicates justification for what type of political action?
   (A) imperialism
   (B) colonial rebellion
   (C) urban reform
   (D) enfranchisement of women

Answer: A

Topic: Imperialism
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: CUL–3; SB–4; ECON–8; SOC–6
Historical Thinking Skill: Causation; Periodization
Key Concept: 5.2.III

5.9. The ideas in Kipling’s poem appear to contradict what other idea or ideas that emerged between the years 1750 and 1900?
   (A) socialism’s advocacy for improved conditions for workers
   (B) Herbert Spencer’s ideas concerning Social Darwinism
(C) Charles Darwin’s ideas concerning evolutionary biology
(D) Enlightenment ideas about natural rights

Answer: D
Topic: Ideologies – Social Darwinism
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: CUL–3; SB–4; SOC–6; SOC–7
Historical Thinking Skill: Patterns of Continuity and Change over Time; Periodization
Key Concept: 5.3.I.A
Questions 5.10–5.11 refer to the passage below.

Manifesto of the Society for German Colonization, April 1884

In the partition of the earth, as it has proceeded from the beginning of the fifteenth century up to our times, the German nation received nothing. All the remaining European culture-bearing peoples possess areas outside our continent where their languages and customs can take firm root and flourish. The moment that the German emigrant leaves the borders of the Reich behind him, he is a stranger sojourning on foreign soil. The German Reich, great in size and strength through its bloodily achieved unity, stands in the leading position among the continental European powers: her sons abroad must adapt themselves to nations which look upon us with either indifference or even hostility. For centuries the great stream of German emigration has been plunging down into foreign races where it is lost sight of. Germandom outside Europe has been undergoing a perpetual national decline. . . .

The Society for German Colonization aims to undertake on its own, in a resolute and sweeping manner, carefully chosen colonization projects and thereby supplement the ranks of organizations with similar tendencies.

Its particular tasks will be:

1. to provide necessary sums of capital for colonization;
2. to seek out and lay claim to suitable districts for colonization;
3. to direct German emigrants to these regions.

Carl Peters (German Author), Die Gründung von Deutsch-Ostafrika (The Foundation of German East Africa), 1906

5.10. The passages is an extension of an idea that had previously resulted in __________.

(A) the abolition of serfdom in Russia.
(B) the elimination of the international slave trade across the Atlantic Ocean
(C) the unification of Germany
(D) the implementation of the Great Reform Bill of 1832 in England

Answer: C

Topic: Nation-state formation; Imperialism
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: CUL–4; SB–4; SOC–6; SOC–7
Historical Thinking Skill: Patterns of Continuity and Change over Time; Periodization
Key Concept: 5.3.II

5.11. In what region did Germany fail to fulfill the objective of the manifesto?

(A) East Africa
(B) West Africa
(C) Caribbean Islands
(D) Pacific Islands

Answer: C
**Topic:** Nation-state formation; Imperialism; Rise of industrializing powers

**Theme:** State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

**Learning Objective:** SB–1; SB–2; SB–9; SB–10; ECON–3; SOC–7

**Historical Thinking Skill:** Causation; Contextualization

**Key Concept:** 5.2.I.B
Questions 5.12–5.14 refer to the image below.

Cartoon from Puck, August 15, 1900

5.12. What was a Chinese reaction to the events depicted in the cartoon?

(A)  the Boxer Rebellion
(B)  Chinese industrialization
(C)  the Sino-Japanese War
(D)  the Meiji Restoration

Answer: A
Topic: Resistance to industrialization; Responses to imperialism
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: SB–1; SB–2; SB–7; SB–9; ECON–3; SOC–7
Historical Thinking Skill: Causation
Key Concept: 5.3.III.D

5.13. Which nineteenth-century event had forced a submission similar to the one depicted in the cartoon?
(A) the Taiping Rebellion
(B) the Sino-Japanese War
(C) the Opium War
(D) the Boxer Rebellion

Answer: C

Topic: Resistance to industrialization; Responses to imperialism
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: SB–1; ECON–3; SOC–7
Historical Thinking Skill: Periodization; Contextualization
Key Concept: 5.2.I.E

5.14. Most of the countries depicted in the cartoon had an advantage over China? What was that advantage?
   (A) advanced systems of monetization, including printed currencies
   (B) industrialized economies
   (C) stable, democratic forms of government
   (D) stable and content labor forces

Answer: B

Topic: Industrialization; Formation of new nation-states
Theme: Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures; Development and Interaction of Cultures
Learning Objective: ECON–4; SOC–3; CUL– 3
Historical Thinking Skill: Causation; Comparison
Key Concept: 5.1.I.D; 5.1.V.B
Questions 5.15–5.19 refer to the map and the passage below.

Anti-foreign sentiment resulted in the rapid growth of a Chinese secret society (which had existed for centuries) known as the I Ho Ch’uan (Righteous Harmonious Fists), but referred to by the Westerners as “Boxers.” The Boxers called for the expulsion of the “foreign devils” and their Chinese Christian converts. The society stressed the ritualistic use of the martial arts and traditional Chinese weapons. Anti-foreign incidents, including the burning of homes and businesses, increased dramatically in 1898 and 1899, and was primarily directed at Chinese Christians. The number of killings by the Boxers continued to grow, and on 30 December 1899 included a British missionary. Western governments lodged strong protests with the Chinese Dowager Empress, Tzu Hsi. She responded on 11 January 1900, with a declaration that the Boxers represented a segment of Chinese society, and should not be labeled a criminal organization. Her unenthusiastic support for the Chinese Army’s attempts at quelling the violence and the influence of Boxer sympathizers at the Imperial court, led Western governments to deploy military forces on the Chinese coast to protect their citizens and interests.

5.15. Which event began the process of creating the Chinese treaty ports shown on the map?
(A) the Taiping Rebellion
(B) the Boxer Rebellion
(C) the Opium War
(D) the Sino-Japanese War
5.16. What European ideology motivated the creation of treaty ports?
   (A) economic imperialism
   (B) Social Darwinism
   (C) utilitarianism
   (D) socialism

Answer: A

5.17. What did the Europeans hope to gain through treaty ports?
   (A) a better location from which to launch an invasion of China
   (B) refueling stations among their colonial holdings in Asia and the Pacific
   (C) an Asian colony to block U.S. advances in the region
   (D) better access to raw materials and to markets for finished goods

Answer: D

5.18. What ideology fueled the rebellion discussed in the passage?
   (A) scientific socialism
   (B) utilitarianism
   (C) nationalism
   (D) Social Darwinism

Answer: C
5.19. What other global event of the nineteenth century parallels the event identified in the map and the passage?
   (A) the Ghost Dance
   (B) the Sepoy revolt
   (C) the Boer War
   (D) the Opium War

Answer: B

Topic: Responses to imperialism; Nationalism
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: CUL–2; CUL–4; SB–9; SOC–3; SOC–7
Historical Thinking Skill: Synthesis; Periodization; Causation

Key Concept: 5.3.III.D
Questions 5.20–5.23 refer to the passage below.


Japan had become the inspiration for all those who made up what the newspapers called “Young China,” the reformers and intellectuals who saw the country’s salvation in a modernization movement on the lines of Japan’s espousal of foreign ideas after the Meiji Restoration. By its defeat of China in 1895, Japan had forced them to face the reality of their country’s weakness. By its defeat of Russia ten years later, Japan had shown that an Asian army could defeat a European one.


5.20. How was the nineteenth-century self-strengthening movement in China different than the Japanese action described in the passage?
   (A) The self-strengthening movement had supported a preindustrial way of life, rather than industrialization.
   (B) The Japanese had refused to adopt industrial practices during the restoration of the Meiji.
   (C) The Chinese government chose to embrace a more democratic form of government in the self-strengthening movement.
   (D) The Japanese decided to model their industrialization after the Chinese, while the Chinese modeled themselves after the British.

**Answer: A**

**Topic:** Formation of new nation-states; Industrial Revolution; Responses to imperialism

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

**Learning Objective:** CUL–3; SB–1; SB–2; SB–4; SB–9; ECON–3; ECON–7; SOC–3

**Historical Thinking Skill:** Comparison

**Key Concept:** 5.1.V.B

5.21. What was the major cause for the Japanese success discussed in passage?
   (A) Wealthy entrepreneurs financed the majority of Japan’s industrialization.
   (B) The United States provided both financing and technical expertise to Japan.
   (C) The Meiji government organized and sponsored much of the critical industrialization.
   (D) Japanese industrialization developed without the interference of the government.

**Answer: C**

**Topic:** Formation of new nation-states; Industrial Revolution; Responses to imperialism; New patterns of global trade

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

**Learning Objective:** CUL–3; SB–1; SB–2; SB–4; SB–9; ECON–3; ECON–7; SOC–3

**Historical Thinking Skill:** Causation

**Key Concept:** 5.1.V.C
5.22. What other state adopted an approach to industrialization similar to the one referenced in the passage?
   (A) the United States
   (B) England
   (C) China
   (D) Russia

Answer: D

Topic: Industrial Revolution; Formation of new nation-states; Industrial production
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: CUL–3; SB–1; SB–2; SB–4; SB–9; ECON–3; ECON–7; SOC–3
Key Concept: 5.1.V.C

5.23. This rise of Japan, as discussed in the passage, demonstrated what?
   (A) that new industrialized empires were developing, while older agricultural-based empires were declining
   (B) that states could successfully become expansionistic without industrializing
   (C) that Asian states would have to confine their growth to the Pacific region because they were unable to defeat any European states
   (D) that the presence of democratic states was increasing throughout Asia

Answer: A

Topic: Formation of new nation-states
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures;
Learning Objective: SB–1; SB–2; SB–10; ECON–4
Historical Thinking Skill: Causation; Periodization
Key Concept: 5.2
Questions 5.24–5.26 refer to the image below.

*A Political Print*

5.24. What event was influenced by the social reality depicted in the image?
   (A) the Sepoy Rebellion  
   (B) the French Revolution  
   (C) the revolutions of 1848 in Europe  
   (D) the American Revolution

**Answer:** B  
**Topic:** Revolution – French Revolution  
**Theme:** Development and Transformation of Social Structures  
**Learning Objective:** SOC–3; SOC–7  
**Historical Thinking Skill:** Causation; Periodization  
**Key Concept:** 5.3.III.B

5.25. What intellectual movement offered a critique of the social situation shown in the image?
   (A) Social Darwinism  
   (B) utopian socialism  
   (C) the Enlightenment  
   (D) utilitarianism

**Answer:** C  
**Topic:** Revolution – French Revolution; Enlightenment
5.26. Which of the following statements represents a correct comparison between the image and the arguments of Mary Wollstonecraft?

(A) Although the image calls for greater political representation in Europe, Wollstonecraft argued for greater political representation by colonial citizens.

(B) Although the image argues that there should be no limits on royal authority, Wollstonecraft suggested a constitutional approach to government.

(C) Although the image calls for increased power for religious authorities, Wollstonecraft called for the elimination of the political power of religious institutions.

(D) Although the image criticized the inequality that existed between social classes, Wollstonecraft criticized the gender inequality that also existed at the time.

Answer: D

Topic: Revolution – French Revolution; Enlightenment; Arguments for social transformation

Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures

Learning Objective: CUL–3; CUL–4; SOC–3; SOC–6

Historical Thinking Skill: Comparison

Key Concept: 5.3.IV.B
Questions 5.27–5.30 refer to the image below.

5.27. The action depicted in the image quickly led to which of the following in revolutionary France?
   (A) the end of Robespierre’s Reign of Terror
   (B) the creation of the Declaration of the Rights of Man and of the Citizen
   (C) the Napoleonic Wars
   (D) widespread participation in Enlightenment salons

Answer: B

Topic: Revolution – French Revolution; Enlightenment – natural rights

Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures

Learning Objective: SB–7; SOC–3; SOC–7

Historical Thinking Skill: Causation

Key Concept: 5.3.III.B

5.28. All of the following are ways that the Enlightenment served as an inspiration for the action depicted in the image except one. Which one?
   (A) Enlightenment thinkers believed that political, but not religious, authority should be challenged.
   (B) Enlightenment thinkers argued that a state’s government is comprised of a social contract between the government and the people.
   (C) Enlightenment thinkers suggested that the government was obligated to protect the natural rights of its citizens.
(D) Enlightenment thinkers urged the use of reason as a way to find practical solutions.

Answer: A

Topic: Revolution – French Revolution; Enlightenment

Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Development and Transformation of Social Structures

Learning Objective: CUL–3; SB–4; SB–7; SOC–1; SOC–3

Historical Thinking Skill: Causation; Argumentation

Key Concept: 5.3.I.A; 5.3.I.B

5.29. What was the immediate cause of the event depicted in image?

(A) long-anticipated revolution in the United States
(B) skyrocketing bread prices throughout France
(C) closure of the intended meeting hall for the National Assembly
(D) adoption of Enlightenment ideas throughout Europe

Answer: C

Topic: Revolution – French Revolution; Political power struggles

Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures

Learning Objective: SB–4; SB–7; SOC–3; SOC–7

Historical Thinking Skill: Causation; Periodization

Key Concept: 5.3.III.B

5.30. Which French colony was ultimately inspired by the event depicted in the image to seek independence?

(A) India
(B) Haiti
(C) French Indochina
(D) Cameroon

Answer: B

Topic: Revolution – French Revolution; Revolution – Haitian independence; Enlightenment

Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures

Learning Objective: SB–4; SB–7; SOC–3; SOC–7

Historical Thinking Skill: Causation

Key Concept: 5.3.III.B
Questions 5.31–5.33 refer to the image below.

Cartoon from Punch, 1906

5.31. What specific event does the image refer to?
(A) Belgian colonization of the Congo
(B) the industrialization of West Africa
(C) abolition challenges to the Atlantic slave trade
(D) competition between European states for political control in Africa

Answer: A

Topic: Imperialism; Reactions to imperialism; Ideologies of the nineteenth century
Theme: Interaction Between Humans and Environment; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: ENV–9; SB–1; SB–3; SB–9; SB–10; ECON–3; SOC–7
Historical Thinking Skill: Contextualization; Analyzing Evidence: Content and Sourcing
5.32. Which of the following best describes the motive for the event shown in the image?
   (A) French debt forced colonial settlers to try and extract more revenue from indigenous people.
   (B) Europeans desired to increase their access to raw materials, specifically rubber.
   (C) African colonists were able to successfully rise up and overthrow the European colonizers.
   (D) African colonists were needed as indentured labor in other parts of the British Empire.

Answer: B

Topic: Imperialism; Reactions to imperialism
Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures
Learning Objective: CUL–4; CUL–7; SOC–3; SOC–7
Historical Thinking Skill: Causation; Contextualization
Key Concept: 5.2.I.C

5.33. Actions like those depicted in the image most likely created which of the following?
   (A) apartheid policies, like those found in South Africa, to keep colonial populations separate
   (B) submissive and cooperative colonial populations
   (C) nationalistic sentiments among colonial populations to defend against aggression
   (D) government legislation to protect the rights of colonial populations

Answer: C

Topic: Imperialism; Reactions to imperialism; Nationalism
Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: SB–4; SOC–3; SOC–7
Historical Thinking Skill: Causation; Contextualization
Key Concept: 5.3.II
Questions 5.34–5.38 refer to the passage below.

The worst violations of hygienic regulations were those I saw in most of the flax-spinning mills where linen is produced. . . . Although in western Europe all the dust-producing carding and combing machines have long been covered and well ventilated, I saw only one Russian linen mill where such a machine was securely covered. Elsewhere, the spools of these machines were completely open to the air, and the scutching apparatus is inadequately ventilated. . . .

In factory No. 135 the workers are still treated as serfs. Wages are paid out only twice a year, even then not in full but only enough to pay the workers’ taxes (other necessities are supplied by the factory store). Furthermore this money is not given to the workers directly, but is sent by mail to their village elders and village clerks. Thus the workers are without money the year around. Besides they are also paying severe fines to the factory, and these sums will be subtracted from their wages at the final year-end accounting.

Factory Inspection Report, Moscow, 1880s

5.34. Who in Russia was most responsible for starting the process discussed in the passage?
   (A) the large middle class
   (B) the leaders of the Russian Orthodox Church
   (C) wealthy foreign investors
   (D) the central Russian government

Answer: D
Topic: Industrial Revolution; Spread of the Industrial Revolution; Government involvement in the Industrial Revolution
Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: SB–2; SB–9; SOC–3
Historical Thinking Skill: Causation
Key Concept: 5.1.V.C

5.35. What event had to occur first in order for Russia to participate in the event discussed in the passage?
   (A) the suppression of socialist and anarchist movements in Russia
   (B) the emancipation of the serfs
   (C) the elimination of the monarchy as an absolutist power
   (D) the establishment of a successful overseas empire

Answer: B
Topic: Industrial Revolution; Spread of the Industrial Revolution; Government involvement in the Industrial Revolution
Theme: Interaction Between Humans and Environment; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: ENV–9; ECON–4; SOC–2; SOC–3
Historical Thinking Skill: Causation; Periodization
Key Concept: 5.3.I.C
5.36. The passages best describes which of the following elements of the Industrial Revolution?

(A) the creation of international markets for raw materials and finished goods
(B) the protectionist nature of governments
(C) the emergence of the factory system
(D) Russia’s leadership in urban industrial reforms

Answer: C
Topic: Industrial Revolution; Spread of the Industrial Revolution; Government involvement in the Industrial Revolution; Responses to the condition of the Industrial Revolution
Theme: Interaction Between Humans and Environment; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: ENV–9; ECON–4; SOC–2; SOC–3
Historical Thinking Skill: Contextualization
Key Concept: 5.1.I.C

5.37. Whose economic ideas provided much of the inspiration for the events discussed in the passage?

(A) John Stuart Mill
(B) Adam Smith
(C) Charles Darwin
(D) Karl Marx

Answer: B
Topic: Industrial Revolution; Spread of the Industrial Revolution; Government involvement in the Industrial Revolution; Ideologies of the nineteenth century; Enlightenment
Theme: Development and Interaction of Cultures; Creation, Expansion, and Interaction of Economic Structures
Learning Objective: CUL–3; ECON–3; ECON–4
Historical Thinking Skill: Contextualization; Causation
Key Concept: 5.1.III.A

5.38. In some nation-states, similar conditions discussed in the passage led to ____________.

(A) suffragette movements focused on expanding the franchise for women
(B) significant prison reform and improved police forces
(C) democracy movements that, like that of the Chartists, aimed at universal male suffrage
(D) worker organizations committed to fighting for better conditions

Answer: D
Topic: Industrial Revolution; Spread of the Industrial Revolution; Government involvement in the Industrial Revolution
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: SB–4; SB–9; ECON–3; ECON–9; SOC–3
Historical Thinking Skill: Comparison; Synthesis
Key Concept: 5.1.V.A
Finally, China and Japan were on somewhat different paths when the Western challenge intruded in the mid-nineteenth century. China was suffering one of its recurrent dynastic declines. Government became less efficient, intellectual life stagnated, and popular unrest surged. A cycle of renewal might have followed, with a new dynasty seizing more vigorous reins. But Western interference disrupted this process, complicating reform and creating various new discontents that ultimately overturned the imperial office. In contrast, Japan maintained political and economic vigor into the nineteenth century. Whereas by the late nineteenth century China needed Western guidance simply to handle such bureaucratic affairs as tariff collection and repression of peasant rebellion, Japan suffered no such breakdown of authority, using foreign advisors far more selectively.

Peter N. Stearns et al., *World Civilizations: The Global Experience*, 2017

5.39. What does the passage indicate about the direction of modernization in the regions discussed?

(A) While Japan managed to modernize and respond to Western influence, China found itself facing greater Western interference.

(B) Neither region was able to significantly modernize due to Western interference.

(C) China was able to modernize due to the self-strengthening movement, but the Meiji in Japan blocked any efforts to do so.

(D) Both China and Japan were successful in modernization, despite efforts by Western nations to prevent it.

Answer: A

Topic: Industrialization; Formation of new nation-states

Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

Learning Objective: SB–1; SB–2; ECON–4; SOC–7

Historical Thinking Skill: Contextualization

Key Concept: 5.2.II.A; 5.2.II.E

5.40. To what governmental change in Japan is the passage referring?

(A) to the Taiping Rebellion

(B) to the installation of the Tokugawa Shogun

(C) to the Meiji Restoration

(D) to the governorship of Matthew Perry

Answer: C

Topic: Formation of new nation-states

Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

Learning Objective: SB–1; SB–2; ECON–4; SOC–7

Historical Thinking Skill: Patterns of Continuity and Change over Time

Key Concept: 5.2.II.A

5.41. In what ways did foreign interaction influence the political developments discussed in the passage?
(A) The devastating loss of the Sino-Japanese War forced the Tokugawa to abdicate the throne.
(B) American imperialism and interaction ultimately resulted in the collapse of Tokugawa’s isolationist policies.
(C) The loss of the Opium War to Britain forced the Japanese to sign the unequal Treaty of Kanagawa.
(D) The Meiji were installed in power after the Boxer Rebellion failed to remove the Tokugawa from power.

Answer: B

Topic: Foreign Interaction; Formation of new nation-states
Theme: State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: SB–1; SB–2; ECON–4; SOC–7
Historical Thinking Skill: Causation
Key Concept: 5.2.II.A

5.42. Which of the following represents an example of the Chinese popular unrest referenced in the passage?
   (A) the self-strengthening movement by the Qing dynasty
   (B) the Treaty of Nanking with the British
   (C) the Sino-Japanese War
   (D) the Taiping uprising against the Qing

Answer: D

Topic: Responses to imperialism
Theme: State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: SB–4; SB–7; SOC–3; SOC–7
Historical Thinking Skill: Periodization
Key Concept: 5.3.III.A
Questions 5.43–5.45 refer to the image below.

*Theodore Roosevelt, Panama, c. 1904*

5.43. What development in industrial transportation is depicted in the image?

- (A) railroad track construction
- (B) steamboat construction
- (C) canal construction
- (D) paved road construction

**Answer:** C

**Topic:** Economic imperialism; Formation of new nation-states; Transportation revolution

**Theme:** Interaction Between Humans and Environment Creation, Expansion, and Interaction of Economic Structures

**Learning Objective:** ENV–6; ECON–2

**Historical Thinking Skill:** Periodization; Causation

**Key Concept:** 5.1.IV

5.44. Which nation’s rise in industrial power and pursuit of economic imperialism is depicted in the image?

- (A) Great Britain

**Answer:** Great Britain
(B) the United States
(C) Russia
(D) France

Answer: B

**Topic:** Economic imperialism; Industrialization; Formation of new nation-states; New patterns of global trade

**Theme:** Interaction Between Humans and Environment; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures

**Learning Objective:** ENV–6; SB–4; SB–7; ECON–2

**Historical Thinking Skill:** Comparison; Contextualization

**Key Concept:** 5.1.IV; 5.3.I.E

5.45. The image illustrates what aspect of economic imperialism at the turn of the century?

(A) that colonial nations were growing economically independent, despite not achieving political independence
(B) that European nations continued to be the only states with successful imperialist policies
(C) that U.S. imperialistic goals and policies were similar those of Britain and France
(D) that Asian colonies were no longer valued, as interest in western hemispheric colonies increased

Answer: C

**Topic:** Economic imperialism; Industrialization; Formation of new nation-states

**Theme:** Interaction Between Humans and Environment; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures

**Learning Objective:** ENV–6; SB–4; SB–7; ECON–2

**Historical Thinking Skill:** Causation; Comparison

**Key Concept:** 5.1.IV; 5.3.I.E
Questions 5.46–5.48 refer to the passage and image below.

[T]he education of the English boy, then as now, was considered a much more serious matter than the education of the English boy’s sister. . . . Of course [I] went to a carefully selected girls’ school, but beyond the facts that the head mistress was a gentlewoman and that all the pupils were girls of my own class, nobody seemed concerned. A girl’s education at that time seemed to have for its prime object the art of “making home attractive”—presumably to migratory male relatives. It used to puzzle me to understand why I was under such a particular obligation to make home attractive to my brothers. We were on excellent terms of friendship, but it was never suggested to them as a duty that they make home attractive to me. Why not? Nobody seemed to know.

Emmeline Pankhurst, Autobiography, 1914

5.46. Beyond the argument made in her autobiography, what other cause did Emmeline Pankhurst fight for?
   (A) suffrage for women
   (B) political freedom for Haiti
   (C) abolition of serfdom in Russia
   (D) abolition of the income tax

Answer: A

Topic: Education; Women’s rights/suffrage
Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures
Learning Objective: CUL–3; CUL–5; SOC–1; SOC–2; SOC–3; SOC–4
Historical Thinking Skill: Contextualization
Key Concept: 5.3.IV.B

5.47. In what ways did earlier thinkers, such as Mary Wollstonecraft, impact late nineteenth-century activists like the ones depicted in the image?
   (A) Wollstonecraft argued that women should be given full political rights, just like Emmeline Pankhurst.
   (B) Wollstonecraft argued for an end to child labor, and Emmeline Pankhurst continued that crusade.
   (C) Wollstonecraft believed that women should have equal access to employment, and Emmeline Pankhurst petitioned the British government for equal job opportunities.
   (D) Wollstonecraft challenged traditional ideas about women’s rights, and Emmeline Pankhurst extended Wollstonecraft’s arguments and called for women’s suffrage.

Answer: D
Topic: Education; Women’s rights/suffrage; Enlightenment
Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures
Learning Objective: CUL–3; CUL–5; SOC–1; SOC–2; SOC–3
Historical Thinking Skill: Comparison
Key Concept: 5.3.I.B; 5.3.IV.B

5.48. Although Emmeline Pankhurst was British, other global movements pursued similar reformist ideas, including which of the following?
   (A) William Wilberforce’s abolition of the slave trade
   (B) the Chinese Empress Cixi’s support of the Boxer Rebellion
   (C) the Seneca Falls Convention in the United States
   (D) the abolition of the mita in Mexico

Answer: C
Topic: Education; Women’s rights/suffrage; Social reform
Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures
Learning Objective: CUL–3; CUL–5; SOC–6
Historical Thinking Skill: Comparison; Synthesis
Key Concept: 5.2.III
Questions 5.49–5.51 refer to the passage below.

We are a young people. We inhabit a world apart, separated by broad seas. We are young in the ways of almost all the arts and sciences, although, in a certain manner, we are old in the ways of civilized society. I look upon the present state of America as similar to that of Rome after its fall. Each part of Rome adopted a political system conforming to its interest and situation or was led by the individual ambitions of certain chiefs, dynasties, or associations. But this important difference exists: those dispersed parts later reestablished their ancient nations, subject to the changes imposed by circumstances or extent. But we scarcely retain a vestige of what once was; we are, moreover, neither Indian nor European, but a species midway between the legitimate proprietors of this country and the Spanish usurpers. In short, although Americans by birth we derive our rights from Europe, and we have to assert these rights against the rights of the natives, and at the same time we must defend ourselves against the invaders. This places us in a most extraordinary and involved situation. . . . The role of the inhabitants of the American hemisphere has for centuries been purely passive. Politically they were nonexistent. We are still in a position lower than slavery, and therefore it is more difficult for us to rise to the enjoyment of freedom. . . . States are slaves because of either the nature or the misuse of their constitutions; a people is therefore enslaved when the government, by its nature or its vices, infringes on and usurps the rights of the citizen or subject. Applying these principles, we find that America was denied not only its freedom but even an active and effective tyranny. . . . We have been harassed by a conduct which has not only deprived us of our rights but has kept us in a sort of permanent infancy with regard to public affairs.

Simón Bolívar, Jamaica Letter, 1815

5.49. What event in the period from 1450 to 1750 created the conditions that Simón Bolivar discussed in the passage?
   (A) the colonization of the Western Hemisphere by Europeans
   (B) the end of feudalism and the beginning of the Renaissance
   (C) the rise and expansion of the Aztecs
   (D) the conquest of the Byzantines by the Ottomans

Answer: A

Topic: Revolution and independence movements – Latin America
Theme: Development and Interaction of Cultures; State Building, Expansion, and Conflict; Development and Transformation of Social Structures
Learning Objective: CUL–2; CUL–4; SB–1; SB–4; SB–7; SB–9; SOC–3; SOC–7
Historical Thinking Skill: Argumentation; Contextualization; Periodization
Key Concept: 5.3.III.B

5.50. What other nation's actions inspired and influenced the ideas that Simón Bolivar highlighted in the passage?
   (A) the Industrial Revolution in Britain
   (B) the removal of the Tokugawa shogun during the Meiji Restoration.
   (C) the successful independence movement of the United States
   (D) the emancipation of the serfs in Russia

Answer: C
5.51. In what ways are the ideas expressed in the passage and the ideas expressed in the French Declaration of the Rights of Man similar?
   (A) They both called for the abolition of slavery.
   (B) They both called for a revival of the political system of the Roman Empire.
   (C) They both called for a renewed commitment to colonization.
   (D) They both called for political changes based on the ideas of the Enlightenment.

**Answer:** D
Questions 5.52–5.55 refer to the map below.

**Industrialization in Europe, c. 1850**

5.52. Where did the process depicted in the map first begin?

(A) France
(B) Prussia
(C) England
(D) Belgium

**Answer:** C  
**Topic:** Industrialization; Spread of the Industrial Revolution; Railroads  
**Theme:** Interaction Between Humans and Environment; Creation, Expansion, and Interaction of Economic Structures  
**Learning Objective:** ENV–9; ECON–4; ECON–5; ECON–9  
**Historical Thinking Skill:** Causation; Periodization  
**Key Concept:** 5.1.I.D

5.53. All of the following are factors that led to the beginning of industrial production, as shown on this map, excluding one. Which one?

(A) availability of natural resources like coal and iron  
(B) legal protections for private property  
(C) extensive government involvement  
(D) availability of capital

**Answer:** C  
**Topic:** Industrialization; Spread of the Industrial Revolution  
**Theme:** Development and Interaction of Cultures  
**Learning Objective:** CUL–3  
**Historical Thinking Skill:** Causation
Key Concept: 5.3.I.B

5.54. What technological invention directly facilitated the trend illustrated in the map?
   (A) the water frame
   (B) the telegraph
   (C) the internal combustion engine
   (D) the steam engine

Answer: D
Topic: Industrialization; Spread of the Industrial Revolution; Steam engine
Theme: Interaction Between Humans and Environment; Creation, Expansion, and Interaction of Economic Structures
Learning Objective: ENV–6; ENV–9; ECON–1; ECON–2
Historical Thinking Skill: Causation
Key Concept: 5.1.I.B; 5.1.IV

5.55. If the map included Russia, what trend would it show?
   (A) a failure by Russia to participate in railroad building
   (B) a trans-Siberian railroad supported by government investment
   (C) trans-Russian industrialization in areas like textile production, but no railroads beyond the capital
   (D) no significant industrialization of any kind in Russia because of its ongoing commitment to serfdom

Answer: B
Topic: Industrialization; Spread of the Industrial Revolution; Government involvement; Railroads
Theme: Creation, Expansion, and Interaction of Economic Structures
Learning Objective: ECON–3; ECON–4
Historical Thinking Skill: Synthesis; Periodization; Comparison
Key Concept: 5.1.III.C
Questions 5.56–5.58 refer to the passage below.


[On Education] In the progress of the division of labour, the employment of the far greater part of those who live by labour, that is, of the great body of the people, comes to be confined to a few very simple operations; frequently to one or two. But the understandings of the greater part of men are necessarily formed by their ordinary employments. The man whose whole life is spent in performing a few simple operations, of which the effects too are, perhaps, always the same, or very nearly the same, has no occasion to exert his understanding, or to exercise his invention in finding out expedients for removing difficulties which never occur. He naturally loses, therefore, the habit of such exertion, and generally becomes as stupid and ignorant as it is possible for a human creature to become . . .

The education of the common people requires, perhaps, in a civilized and commercial society, the attention of the public more than that of people of some rank and fortune. People of some rank and fortune are generally eighteen or nineteen years of age before they enter upon that particular business, profession, or trade, by which they propose to distinguish themselves in the world. They have before that full time to acquire, or at least to fit themselves for afterwards acquiring, every accomplishment which can recommend them to the public esteem, or render them worthy of it. Their parents or guardians are generally sufficiently anxious that they should be so accomplished, and are, in most cases, willing enough to lay out the expence which is necessary for that purpose . . .


5.56. In addition to the topic addressed in passage, what else did Adam Smith write about?
   (A) utilitarianism
   (B) romantic nationalism
   (C) economic liberalism
   (D) Social Darwinism

Answer: C

Topic: Enlightenment; Education; Liberalism
Theme: Creation, Expansion, and Interaction of Economic Structures
Learning Objective: ECON–3; ECON–9; ECON–11
Historical Thinking Skill: Contextualization
Key Concept: 5.1.III.A

5.57. What larger intellectual movement was Adam Smith drawing on when he wrote the words in the passage?
   (A) the Renaissance
   (B) the Enlightenment
   (C) conservatism
   (D) romantic nationalism

Answer: B

Topic: Enlightenment; Education; Liberalism
Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures
5.58. What other contemporary thinkers would have agreed with the argument that Adam Smith is making in this selection?
   (A) Voltaire and Montesquieu
   (B) Hobbes and Condorcet
   (C) Quesnay and Beccaria
   (D) Locke and Rousseau

Answer: D

Topic: Enlightenment; Education; Liberalism

Theme: Development and Interaction of Cultures; Development and Transformation of Social Structures
Section II

Short-Answer Questions

5.59. Use your knowledge of world history to answer all parts of the question that follows.

(A) Identify and explain two factors that led to the rise of industrial production in Europe.

(B) Identify and explain one significant difference between the “first” and “second” Industrial Revolutions.

(C) Identify and explain how one non-European nation approached industrialization and how it was similar to and/or different from Western European industrialization.

Sample Answer

(A) Students could identify any of the following factors that led to industrial production in Europe:
- Access to the Atlantic
- Natural resource availability—coal, iron, timber, rivers
- Colonies—for supplying raw materials and markets for buying finished goods
- Limited governmental interference in the economy
- Openness to capital enterprises
- Urbanization
- Second agricultural revolution and improved agricultural productivity
- Legal protection of private property

(B) Students could note the following differences between the “first” and “second” Industrial Revolutions:
- Different products and processes. The “first” Industrial Revolution involved textiles; the “second” Industrial Revolution involved steel, chemicals, and precision machinery.
- Different forms of power. The “first” Industrial Revolution was focused on steam engines. The “second” Industrial Revolution also used electricity.
- New forms of transportation. The “first” Industrial Revolution involved steam engines (trains, steamboats). The “second” Industrial Revolution saw the introduction of internal combustion engines, diesel engines, and early experiments with flight.
- New communication options. The “second” Industrial Revolution saw the introduction of the telegraph, radio waves, early experiments with the telephone, and photography.
- New nations in leadership. In the “second” Industrial Revolution, Germany emerged as a new leader in Europe.

(C) Possible examples of industrialization in non-European nations:
- Japan jumped fully into industrialization but did so with government involvement (Britain had limited governmental involvement).
- The Ottomans took a more limited interest in industrialization than Western Europe, had governmental involvement, and did pursue railroads by working with the Germans.
- In Egypt, the government wanted to industrialize, but Britain would not share technology with Egypt because Britain wanted Egyptian raw materials (cotton).
Russia pursued industrialization after 1861, had heavy government involvement, and focused on steel and railroads.

In China, the Qing were slow to adopt industrialization and preferred agrarian, rather than industrial, pursuits. The self-strengthening movement reaffirmed the Qing position regarding industrialization.

**Topic:** Factors that led to the Industrial Revolution; First and second industrialization; Non-European approaches to industrialization

**Theme:** Interaction Between Humans and Environment; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

**Learning Objective:** ENV–9; SB–5; ECON–2; ECON–4; ECON–5; ECON–9; SOC–2; SOC–3; SOC–4

**Historical Thinking Skill:** Causation; Comparison; Periodization

**Key Concept:** 5.1.I.A; 5.1.I.E; 5.1.II.A; 5.1.II.C
Not only was Japan now a major world power, but its performance had excited the admiration of the world. In England there was a “learn from Japan” movement that called for a rebirth of patriotism and loyalty. Throughout Asia the fact the Japan had defeated a major imperialist power attracted the admiration of nationalists of many stripes.


(A) Identify two nations and explain how each used economic imperialism to expand its influence.
(B) Identify and explain how imperialism influenced state formation in one region of the world.
(C) Identify and explain how racial ideology was used to justify imperialism.

Sample Answers

(A) Students could use the following examples of two nations that used economic imperialism to expand their influence:
The United States — activity in the Pacific, the Treaty of Kanagawa with Japan, the building of the Panama Canal, involvement in the Spanish-American War, and heavy investment in Latin America.
Britain and France — Heavy investment in Latin America (Mexico, e.g.) gave Britain and France an economic foothold in the region, even though most of their colonial possessions had gained independence.

Britain — Britain used opium from its colony India to gain economic control and influence in China (Opium War – students could cite the image above).

France — France and other states, like Britain, also carved out spheres of influence in China.

(B) Examples of the influence of imperialism on state formation in one region of the world:

The Meiji Restoration, which removed the Tokugawa from power, was a result of imperialistic contact with the United States and European states. In response to demands by Western powers, the Meiji asserted its control over Japan and created a new constitutional, industrialized nation (students could cite the passage above).

The Qing failure to defeat European powers (and ultimately the United States) led to the contraction of the Qing state. Failure to industrialize further weakened the Qing.

Formation of the Indian National Congress, as a petitioning body, changed the political standing of India.

Granting of dominion status to nation-states like Canada, Australia and South Africa changed the political status of these regions.

(C) Part C of the question is asking student’s to discuss Social Darwinism. These observations could be made:

Social Darwinism was a derivative of Darwin’s ideas of natural selection.
Social Darwinism was used by imperial powers to rationalize their conquests of territory controlled by “weaker” states.
Social Darwinism argued that some states (and people and groups) were destined to conquer whereas others were destined to be conquered.

According to Social Darwinism, one was expected to accept one’s fate.

Topic: Development of imperialism
Theme: Interaction Between Humans and Environment; Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: ENV–9; CUL–3; CUL–4; SB–1; SB–2; SB–3; SB–4; SB–6; SB–10; ECON–3; ECON–4; ECON–8; SOC–6; SOC–67
Historical Thinking Skills: Comparison; Causation
Key Concept: 5.2.I.C; 5.2.I.E; 5.2.II.A; 5.2.II.B; 5.2.III
5.61. Use the passages below and your knowledge of world history to answer all parts of the question that follows.

Henceforth the French nation proclaims the sovereignty of the people, the suppression of all civil and military authorities which have governed you up to the present, and of all taxes which you sustain, in whatever form they exist; the abolition of the tithe, of feudalism, of seigneurial [feudal] rights . . . of real and personal servitude, of aristocratic hunting and fishing privileges, [labor service and all manorial taxes], and generally of every species of contributions with which you have been burdened by your usurpers; it proclaims also the abolition among you of all prerogatives and privileges that are contrary to equality. You are henceforth, brothers and friends, all citizens, all equal in rights, and all equally summoned to govern, to serve, and to defend your Patrie [fatherland].

Decree of the Revolutionary National Convention in France, 1792

Do they think that men who have been able to enjoy the blessing of liberty will calmly see it snatched away? [Slaves] supported their chains only so long as they did not know any condition of life more happy than slavery. But today when they have left, if they had a thousand lives they would sacrifice them all rather than be forced into slavery again.

Toussaint L’Ouverture, “Protest to the Directory,” 1798

(A) Identify and explain two causes for the French Revolution of 1789.
(B) Identify and explain two causes for the revolution in the British colonies of North America.
(C) Identify and explain how ideas of the Enlightenment contributed to the independence movement in Haiti.

Sample Answers

(A) Causes for the French Revolution:
   Enlightenment principles (students could cite the passage from the Decree of the Revolutionary National Convention in France)
   Debt and government bankruptcy
   Food shortages
   American Revolution
   Social class crisis (Estates)
   Dissatisfaction with the monarchy and absolutism
   Unequal taxation policies

(B) Causes for the American Revolution:
   Enlightenment principles
   Denial/limitation of rights of British citizens (natural rights)
   Taxation without the consent of the people
   No representation in the British government
   Salutatory neglect
   Quartering of soldiers
   French and Indian War
Enlightenment ideas that contributed to independence movement in Haiti:
- Enlightenment talked about natural rights for all people.
- Numerous Enlightenment thinkers (Condorcet, Montesquieu Diderot, etc.) spoke against slavery.
- The French Revolution embraced the ideas of the Enlightenment in the Declaration of the Rights of Man. Haitians demanded those same rights and equality (students could cite the passage from the Decree of the Revolutionary National Convention in France).
- As a result of the French Revolution and its embrace of Enlightenment ideas, France eliminated slavery in Haiti, which ultimately led to the development of an independence movement (students could cite the passage from Toussaint L'Ouverture).

**Topic:** Causes of revolution; Enlightenment; Abolition; New nation-states

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

**Learning Objective:** CUL–2; CUL–3; CUL–4; CUL–7; SB–1; SB–2; SB–4; SB–7; ECON–7; SOC–1; SOC–2; SOC–3; SOC–6; SOC–7

**Historical Thinking Skill:** Causation, Periodization

**Key Concept:** 5.3.I.A; 5.3.I.B; 5.3.I.C; 5.3.III.B; 5.3.III.C
5.62. Use your knowledge of world history to answer all parts of the question that follows.

(A) Identify and explain two reasons for migration in the nineteenth century.
(B) Identify and explain one impact that migrants had on the communities they settled in.
(C) Identify and explain one way nation-states attempted to regulate the movement of migrants into their countries.

Sample Answers

(A) Reasons for migration:
Changes in food production and improved medical conditions led to population increases (which led, in turn, to population pressure and, therefore, migration). Available transportation made migration easier. Some migrants moved freely for job opportunities (Industrial Revolution, specialized professions). Some migrants moved because they were members of a coerced or semi-coerced group (slavery at the beginning of the time period, Indian indentured servants to other parts of the empire). Some migrants were forced to move because of conditions (Irish Potato Famine). Some migrants were forced to move because of transportation/convict policies.

(B) Impact of migration on communities:
Created ethnic enclaves in the places migrants settled. This transplanted migrants’ cultures to new regions. Provided needed labor (free and coerced). At times, created overcrowding conditions. Examples — Chinese in Southeast Asia; Chinese in the Western Hemisphere; Indians in East and South Africa; Indians in the Caribbean; Indians in Southeast Asia

(C) Examples of government regulation of migrant movement:
Chinese Exclusion Act in the United States White Australia Policy

Topic: Reasons for migration; Impacts of migrants; Negative governmental responses to migration
Theme: Interaction Between Humans and Environment; Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures
Learning Objective: ENV–3; ENV–5; CUL–9; SB–5; ECON–2; ECON–4; ECON–12; SOC–1; SOC–8
Historical Thinking Skill: Causation; Argumentation
Key Concept: 5.4.I.A; 5.4.II.A; 5.4.II.B; 5.4.III.A; 5.4.III.C
Section III

Long Essay Question

Question 5.63: Evaluate the continuities and changes in empire-building for one of the following nations during the period from 1750 to 1900.

Britain — Japan — United States

Sample Answer

This question asks students to evaluate the continuities and changes in empire-building during the time period from 1750 to 1900 in Britain, Japan, or the United States. Students should understand that they must deal with both changes and continuities in their thesis and with argument development, though not necessarily evenly. To gain the thesis point, students must address all parts of the question by identifying appropriate continuities and changes in empire-building for one of the designated regions during the designated time period.

Points gained through the use of evidence shall be determined by using specific evidence and relevant examples that fully and effectively support the thesis/argument. Evidence and analysis that students might utilize to gain up to two points are noted in the following paragraphs:

Great Britain – Students might point to the following examples to identify changes in empire-building during the time period: Students might note how British control in the Western Hemisphere changed with the loss of the United States once the American Revolution began in 1775. Additionally, the British expanded their holdings by taking control of the Indian Ocean from the Dutch in the 1700s and gained control over Indian Ocean in 1700s. Students might note that during the first half of this time period the British often exercised limited political control in their colonies (e.g., the practice of salutatory neglect in North America and the authority given to the East India Company in India).

However, by the end of the time period, Britain shifted from indirect to direct control in India after the Sepoy uprising. Continuities in British empire building included ongoing economic motives (for trade wealth opportunities, supplies of raw materials, and markets for finished goods). Additional continuities include the promotion of private enterprise (joint-stock companies, capitalism) and ongoing paternalistic attitudes towards indigenous people.

The United States – Students might note that the greatest change over this time period for the United States was the transition from a colony to a nation-state that was growing in imperial power by the beginning of the twentieth century. An additional change for the United States was the geographic focus of empire-building. During the nineteenth century, the United States first focused on expansion across North America (manifest destiny) and turned to Latin America (via the Monroe Doctrine and economic investment). By the end of the nineteenth century, the United States had expanded its empire building into the Pacific, gaining control of the Philippines after the Spanish-American War. One continuity to cite for the United States would be the heavy reliance on trade and economic imperialism, rather than direct political takeover of large amounts of territory, over the course of the nineteenth century. The United States economic imperialism was critical in opening up Japan to the West, and the United States also
pursued economic imperialism at the end of the nineteenth century by carving out a sphere of influence in China and in exerting economic influence in Latin America, including Panama.

Japan – Japan’s most significant change came in the middle of the nineteenth century. Prior to the arrival of Matthew Perry, Japan’s Tokugawa Shogunate had adopted a policy of isolationism that kept Japan from building an empire. After Japan ended its isolationism and installed the Meiji, the Japanese began actively to focus on empire-building. Fueled by modernization and industrialization, Japan actively pursued an empire and defeated the Chinese in the Sino-Japanese War and the Russians in the Russo-Japanese War. Both wars added to the Japanese empire. As Japan transitioned from isolationism to empire, Japan continued to value and revere Japanese culture above others and made certain that foreign ideas did not subvert Japanese culture. Additionally, Japan’s ongoing support and reliance on military strength and devotion fueled Japan’s ability to construct an empire.

In this question, one point can be gained through the students’ use of the targeted historical evidence by providing examples of both continuities and changes in one nation’s pursuit of empire. An additional one point can also be gained if a student explains the reasons for patterns of continuity and change over time.

There are many ways that students can earn one point for synthesis. Students could talk about decolonization in the twentieth century and relate it to the independence of the United States. Students could discuss the expansion or isolation of other states during this time period (e.g., Russia, the Ottoman Empire, Spain, or Portugal) and show how all of these states were part of a larger trend. Additionally, students could talk about other historical empires—the Mongols, the Romans, the Greeks under Alexander the Great—and discuss the overall nature of empire building.

**Topic:** Imperialism; Nation-state building and new nation formation

**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures

**Learning Objective:** CUL–3; SB–1; SB–2; SB–3; SB–9; SB–10; ECON–3; ECON–4; SOC–7

**Historical Thinking Skill:** Argumentation; Patterns of Continuity and Change over Time

**Key Concept:** 5.2.I.A; 5.2.I.B; 5.2.I.E; 5.2.II.A; 5.2.II.B
Question 5.64: Compare the way two of the following states responded to Western encroachment in the period from 1750 to 1900.

Japan———China———India

Sample Answer

This question asks students to compare the way that two states responded to Western encroachment in the period from 1750 to 1900. Students need to compare Japan and China, Japan and India, or China and India. Students should understand that compare means discussing both similarities and differences. They must describe both similarities and differences in their thesis and in their argument development, though not necessarily evenly. To gain the thesis point, students must address all parts of the question by identifying appropriate similarities and differences in responses to Western encroachment for two of the designated regions during the designated time period.

Points gained through the use of evidence shall be determined by use of specific evidence and of relevant examples that fully and effectively support the thesis/argument. Evidence and analysis that students might utilize to gain up to two points are noted in the following paragraphs:

Japan and China – Similarities that students might point out include: (1) both encountered Western influences at a time of political vulnerability (China – Opium War; Japan – incursion of Matthew Perry and the American fleet); (2) both were forced to sign unequal treaties by Western nations (the Treaty of Nanking and the Treaty of Kanagawa); (3) both encountered Western encroachment at a time when they were not industrialized and were therefore unable to defend themselves effectively. Differences that students might point out include Japan’s challenge to Western encroachment by ending isolationism and embracing modernization and industrialization. On the other hand, China continued to push for agrarian policies, not for industrialization. As a consequence, Japan was able to push back against Western power. Japan’s approach to modernization turned the state into an imperial power that began seeking colonies of its own. China, which continued to resist industrialization, continued to be undermined by foreign powers and economic imperialism, which ultimately resulted in China being divided into spheres of influence.

Japan and India – Similarities that students might discuss include the fact that both states attempted to negotiate with Western powers and maintain autonomy. The Mughals were willing to negotiate with the British East India Company in an attempt to retain political control over India. The Japanese also negotiated with the United States to retain control over its own political system. Additionally, both signed agreements with Western powers that gave away trade privileges to the West. Japan signed the Treaty of Kanagawa with the United States, which assigned trade privileges to the United States and political control to Japan. The Mughals also attempted to retain political control by giving the East India Company trade privileges. Differences that students might note center on political differences. Although Japan was able to retain political independence, the Mughals ultimately lost control of their nation to the British. Another difference students might note is that Indian citizens rebelled against the presence of westerners at both the Battle of Plassey and during the Sepoy uprising. The Japanese, however, avoided the need to rebel by retaining and strengthening their political control.

India and China – India and China both struggled in the face of Western encroachment. Both states found themselves the lesser partner in trade agreements with the British. Neither state was ultimately able to control trade. In India, the East India Company came to control trade for the benefit of Britain.
and in China the unequal Treaty of Nanking gave the British control over trade as well. An additional similarity is that both China and India lost military campaigns against the British. The Chinese lost the Opium Wars, and India lost the Battle of Plassey and the Sepoy uprising. A major difference that students might note is that China was able to retain political control over the state, whereas India lost political autonomy to the British after the Sepoy uprising.

In this question, one point can be gained through the students’ use of targeted historical evidence by providing examples of both similarities and differences in the way two states responded to western encroachment. An additional one point can also be gained if a student explains the reasons for a similarity and difference.

There are many ways that students can earn one point for synthesis. For example, students could discuss African responses to Western encroachment in this same time period, or they could evaluate the reactions of American empires—the Aztecs, Inca, and Anasazi—to encroachment in the period from 1450 to 1750. Students could also discuss a related course theme (industrial power) or the intellectual arguments made to justify imperialism, such as Social Darwinism or the discourse surrounding “civilizing missions.”

**Topic:** Imperialism; Formation of new nation-states; Industrialization  
**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures  
**Learning Objective:** CUL–3; SB–1; SB–2; SB–3; SB–6; SB–9; SB–10; ECON–3; SOC–7  
**Historical Thinking Skill:** Argumentation; Comparison  
**Key Concept:** 5.2.V.B; 5.2.V.C; 5.2.I.A; 5.2.I.B; 5.2.I.E; 5.2.II.A; 5.2.II.B
Section IV

Document-Based Question

Directions: The following question is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following:

• State a relevant thesis that directly addresses all parts of the question.

• Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.

• Source and analyze the significance of at least four of the documents on the following basis: intended audience, author’s purpose, historical context, format or medium, and/or point of view.

• Develop context by relating your argument to broader historical events or processes.

• Synthesize the elements above into a persuasive essay that extends your argument by connecting it to:
  • a different historical period or geographical region
  • another course theme or historical approach that is not the focus of the essay (such as political, social, economic, or intellectual history)
  • another perspective from a different academic discipline (such as economics, art history, anthropology, or government)
Question 5.65: Using the documents and your knowledge of world history, analyze the factors that led to European imperialism during the nineteenth century.

Historical Background: Over the course of the nineteenth century, European nation-states began to look for places around the globe to establish new colonies. As older colonies gained their independence, new regions of the world proved attractive to European governments as potential new colonies.

Document 1
Denis Diderot (Eighteenth-Century French Philosopher), Supplément au Voyage de Bougainville, 1772

This country belongs to you. Why? Because you have set foot on it? If a Tahitian landed one day on your coast and he engraved on one of your rocks or on the bark of a tree: “This country belongs to the inhabitants of Tahiti,” what would you think?

Document 2
Lord Cromer (British Government Agent), “The Government of the Subject Races,” 1882

We need not always enquire too closely what these people, who are all, nationally speaking, more or less in statu pupillari [student status], themselves think is in their own interests . . . it is essential that each special issue should be decided mainly with reference to what, by the light of western knowledge and experience . . . we conscientiously think is best for the subject race.

Document 3
Clement Hill (British Foreign Office Official), Foreign Office Memorandum, December 9, 1884

The geographical position of the East Coast lays it more within the general area of our foreign policy than that of the West Coast. . . . Our alternative route by the Cape to India may at any time make it important that we should have possession of or at least free access to good harbors. The importance is not less since the French move to Madagascar. Is it not worth considering whether in view of the European race for territories on the West Coast . . . we might not confine ourselves to securing the utmost possible freedom of trade on that coast, yielding to other Powers the territorial responsibilities . . . and seeking compensation on the East Coast where . . . we are at present, but who can say for how long, without a European rival; where the political future of the country is of real importance to Indian and Imperial interests; where the climate is superior; where commerce is capable of vast extension, and where our influence could be exercised . . . in the extension of civilization, and the consequent extinction of the Slave Trade for which we have so long labored.

Document 4
Pinheiro Chagas (Foreign Minister), Decree Following the Proclamation of a Portuguese Protectorate over Dahomey, 1886

The monarch of Dahomey, the terror of all Europeans, shows himself affable and condescending to the Portuguese alone. It was he who asked urgently that our protectorate should be established upon the coast of his kingdom. . . . It is he who appears disposed to accept at our hands the benefits of European civilization, and to this design he has already borne honorable witness by abolishing human sacrifices. The Portuguese protectorate in Dahomey is the lighted pathway that links this kingdom of darkness with Europe.
Document 5

G. W. Steevens (British Journalist), Daily Mail, June 23, 1897

Up they came, more and more, new types, new realms at every couple of yards, an anthropological museum—a living gazetteer of the British Empire. With them came their English officers, whom they obey and follow like children. And you begin to understand, as never before, what the Empire amounts to. Not only that we possess all these remote outlandish places . . . but also that all these people are working, not simply under us, but with us—that we send out a boy here and a boy there, and a boy takes hold of the savages of the part he comes to, and teaches them to march and shoot as he tells them, to obey him and believe in him and die for him and the Queen. . . . A plain, stupid, uninspired people, they call us, and yet we are doing this with every kind of savage man there is. And each one of us—you and I, and that man in his shirt-sleeves at the corner—is a working part of this world-shaping force. How small you must feel in face of this stupendous whole, and yet how great to be a unit in it.

Document 6

Karl Pearson (English Author), National Life from the Standpoint of Science, 1907

History shows me one way, and one way only, in which a state of civilization has been produced, namely, the struggle of race with race, and the survival of the physically and mentally fitter race. This dependence of progress on the survival of the fitter race, terribly black as it may seem to some of you, gives the struggle for existence its redeeming features; it is the fiery crucible out of which comes the finer metal. You may hope for a time when the sword shall be turned into the ploughshare, when American and German and English traders shall no longer compete in the markets of the world for raw materials, for their food supply, when the white man and the dark shall share the soil between them, and each till it as he lists . . . . The path of progress is strewn with the wreck of nations; traces are everywhere to be seen of the hecatombs of inferior races, and of victims who found not the narrow way to the greater perfection. Yet these dead peoples are, in very truth, the stepping stones on which mankind has arisen to the higher intellectual and deeper emotional life of today.

Sample Answer

An acceptable thesis would consist of a direct answer to the question concerning the factors that led to imperialism and might include arguments about causes, including trade, a belief in the survival of the fittest, a belief in the “civilizing” nature of imperialism, and other related factors. The thesis must also include analysis of the historical complexity of the topic by illustrating relationships among historical evidence, including contradiction, corroboration and/or qualification. For example, a student might write: “Although each of these was an important factor that led to imperialism, the access to harbors and economic benefits that came from trade were the most important factors for the Europeans.” The historically defensible claim that directly answers the question is worth one point and the statement that develops historical complexity is worth an additional point.

To earn both points in the document analysis category, students need to relate at least five of the documents to the thesis and analyze at least four of the documents by addressing the historical context, audience, purpose, or point of view of each document. Document 1 questions the European mindset that mere arrival justified control and came from an Enlightenment mindset about the rights that people should have. Document 2 justifies imperialism by arguing that Europeans believe that they have superior knowledge to those that they are colonizing; the purpose of the author is to defend the actions
Europeans are taking. Document 3 outlines specific economic advantages that can be gained through imperialism and is written in the context of ongoing competition for India and Indian Ocean control. In Document 4, the author reports that the people of Dahomey actually want to become a protectorate of the Portuguese; however, the Portuguese foreign minister issued the proclamation to justify the colonial actions the Portuguese had already taken. Document 5 speaks to the glory of empire building and argues that colonization is actually beneficial for those who were colonized. The author of Document 5 is writing to a British audience and justifying to them why colonization is a good course of action for them to take. Karl Pearson, in Document 6, defends imperialism by drawing on racial ideologies, like survival of the fittest, to try and develop a “scientific” rationale for the actions of imperializing nations.

Students have numerous opportunities to earn one point for inclusion of evidence beyond the documents. To earn this point, students might include other motives for imperialism, including industrialization (raw materials, markets for finished goods), competition and rivalry among European nations, Darwinism as the origin of Social Darwinism, basic ideas of the Enlightenment that might have informed such thinkers as Diderot, and other writers that addressed imperialism (Kipling, e.g.).

One way the contextualization point could be earned is by discussing the loss of most of the colonies in the Western Hemisphere or by addressing how the formation of new nation-states led to increased competition. Another way students could demonstrate contextualization would be to discuss how imperialism was a continuation of a colonial process that had begun in the sixteenth century.

The synthesis point could be gained by demonstrating how colonization in the sixteenth and seventeenth centuries was a parallel event to nineteenth-century imperialism. A student could also analyze how non-European states, such as Japan and/or the United States, also participated in imperialism.

**Topic:** Factors that led to Imperialism  
**Theme:** Interaction Between Humans and Environment; Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures  
**Learning Objective:** ENV–9; CUL–3; CUL–4; SB–1; SB–2; SB–3; SB–9; SB–10; ECON–4; ECON–48; SOC–7  
**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Interpretation; Causation; Periodization  
**Key Concept:** 5.2.I.A; 5.2.I.B; 5.2.I.C; 5.2.I.D; 5.2.I.E; 5.2.III
Question 5.66. Using the documents and your knowledge of world history, analyze the motives for revolutionary movements in the late eighteenth and early nineteenth centuries.

Historical Background: The 1450 C.E.to 1750 C.E. era saw the creation of European colonies in the Western Hemisphere and the establishment of such political ideas as absolutism in Europe. By the end of the eighteenth century, pressure was mounting against these trends, which ultimately culminated in a wave of revolutions across Europe and the Americas.

Document 1

*Thomas Jefferson, Declaration of Independence, June 1776*

NOTE: The following selection was deleted from the final draft of the Declaration of Independence by the Second Continental Congress. Emphasis is in the original.

He [King George III of England] has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captiving and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation hither. . . . [A]nd . . . he is now exciting those very people to rise in arms among us, and to purchase that liberty of which he had deprived them, by murdering the people upon whom he also obtruded them: thus paying off former crimes committed against the liberties of one people, with crimes which he urges them to commit against the lives of another.

Document 2

*Thomas Jefferson, Declaration of Independence, June 1776*

NOTE: The following selections were not deleted from the final draft of the Declaration of Independence and are found in the Declaration of Independence at signing on July 4, 1776.

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

He [King George III] has abdicated government here, by declaring us out of his protection and waging war against us.

A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people. . . .

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all allegiance to the British crown and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent states may of right do.
Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen.

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law.

13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equitably distributed among all the citizens in proportion to their means.
### Document 5

**Haitian Constitution of 1801**

Art. 3. – There cannot exist slaves on this territory, servitude is therein forever abolished. All men are born, live and die free and French.

Art. 4. – All men, regardless of color, are eligible to all employment.

Art. 5. – There shall exist no distinction other than those based on virtue and talent, and other superiority afforded by law in the exercise of a public function. The law is the same for all whether in punishment or in protection.

Art. 28 – The Constitution nominates the citizen Toussaint-L’Ouverture, Chief General of the army of Saint-Domingue, and, in consideration for important services rendered to the colony, in the most critical circumstances of the revolution, and upon the wishes of the grateful inhabitants, he is entrusted the direction thereof for the remainder of his glorious life.

### Document 6

**Jean Jacques Dessallines, Announcement of Independence of St. Domingo (Haiti), 1803**

In the name of the Black People, and the Men of Color of St. Domingo: The Independence of St. Domingo is proclaimed. Restored to our primitive dignity, we have asserted our rights; we swear never to yield them to any power on earth; the frightful veil of prejudice is torn to pieces, be it so forever. Woe be to them who would dare to put together its bloody tatters. . . .

We have sworn not to listen with clemency towards all those who would dare to speak of slavery; we will be inexorable, perhaps even cruel, towards all troops who, themselves forgetting the object for which they have not ceased fighting since 1780, should come from Europe to bring among us death and servitude. Nothing is too dear, and all means are lawful to men from whom it is wished to tear the first of all blessings.

### Document 7

**Simón Bolívar, Advice to the Congress of Angostura (Argentina), 1819**

We are not Europeans; we are not Indians; we are but a mixed species of aborigines and Spaniards. Americans by birth and Europeans by law, we find ourselves engaged in a dual conflict: we are disputing with the natives for titles of ownership, and at the same time we are struggling to maintain ourselves in the country that gave us birth against the opposition of the invaders. . . .

Venezuela had, has, and should have a republican government. Its principles should be the sovereignty of the people, divisions of powers, civil liberty, proscription of slavery, and the abolition of monarchy and privileges.

We need equality to recast, so to speak, into a unified nation, the classes of men, political opinions, and public customs. . . .

If the Senate were hereditary rather than elective, it would, in my opinion, be the basis, the tie, the very soul of our republic. In political storms this body would arrest the thunderbolts of the government and would repel any violet popular reaction.
An acceptable thesis would consist of a direct answer to the question concerning the motives of those calling for revolutions and might include freedom, independence, a fair government, equality before the law, abolition, and other related factors. The thesis must also include analysis of the historical complexity of the topic by illustrating relationships among historical evidence, including contradiction, corroboration and/or qualification. For example, students might write: “Although each of these was an important factor that contributed to revolutionary upheaval, the desire for independence and equality for all citizens were the most important reasons for revolution.” The historically defensible claim that directly answers the question is worth one point and the statement that develops historical complexity is worth an additional point.

To earn both points in the document analysis category, students will need to relate at least six of the documents to the thesis and analyze at least four of the documents by addressing historical context, audience, purpose, or point of view of each document. Document 1 argues that the British have denied the American colonists life and liberty and was written within the historical context of colonial restrictions, rising taxes, and limited representation. Document 2 criticizes British trade limitations. In this document, Jefferson calls the king a tyrant, and it is clear that the Declaration of Independence is intended for the King of England. Document 3 is from French revolutionaries and calls for equality before the law, due process, and a government based on the general will of the people. These revolutionaries were heavily influenced by the Enlightenment, and Enlightenment ideas are seen in the calls for governance by the general will and equality before the law. Document 4 is a critique of the social structure in France and the social inequality that accompanied it. Document 4 was created on the eve of the French Revolution and reflected its social context. Document 5 calls for the abolition of slavery in Haiti and argues for the extension of equality under the law to those living in Haiti. The purpose of Document 5 is to create the governmental foundation for the new nation. Document 6 also discusses the rights of those living in Haiti and vehemently denies any toleration for slavery in Haiti. Document 6 is a formal declaration of independence and is intended to convey, both to foreign and domestic parties, the basic principles that the new nation is being founded on. In Document 7, Simón Bolívar discusses the need to define identity and pursue equality in the new state of Venezuela. As the leader of an independence movement, he feels the need to defend and define what he has fought for.

Students have numerous opportunities to earn the point for including evidence beyond the documents. To earn this point, students might include a discussion of specific Enlightenment thinkers and ideas that contributed to revolutions. Students might also discuss additional causes of the American and French revolutions beyond the documents, such as French debt and food shortages and salutatory neglect in America. Furthermore, students might discuss European events that contributed to other Latin American revolutions, such as Napoleon’s removal of the Spanish king and the French Revolution.

One way students could earn the contextualization point is by discussing the impact and influence of the ideas of the Enlightenment and the way that the Enlightenment challenged old governments and social structures. Students might also discuss how European politics and colonial governance of the eighteenth century—the Seven Years’ War, diplomacy, etc.—created the framework for the “Age of Revolutions.”

The synthesis point could be gained by discussing revolutions for independence in other time periods: for instance, decolonization in the twentieth century or other revolutions in the twentieth century that sought rights and/or governmental changes (e.g., the 1917 Russian Revolution, Mao in 1949). Students
could also reference revolutions and revolts in other time periods, such as the Roman Republic’s overthrow of the Etruscans and the Ming expulsion of the Mongol/Yuan dynasty.

**Topic:** Causes of revolutionary action in Europe and the Americas  
**Theme:** Development and Interaction of Cultures; State Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Structures; Development and Transformation of Social Structures  
**Learning Objective:** CUL–2; CUL–3; CUL–4; CUL–7; SB–1; SB–2; SB–4; SB–7; ECON–7; SOC–1; SOC–2; SOC–3; SOC–6; SOC–7  
**Historical Thinking Skill:** Analyzing Evidence: Content and Sourcing; Interpretation; Causation; Periodization  
**Key Concept:** 5.3.I.A; 5.3.I B; 5.3.I.C; 5.3.II; 5.3.III.B; 5.3.III.C