



SCHOLAR COACH

Boutique Academic Coaching & Tutoring

AP WORLD HISTORY: MODERN · COURSE REVIEW AND PRACTICE

AP World History: **Modern** Mastery.

Every unit on the exam, c. 1200 to the present: clear explanations, worked source analysis, practice questions with full explanations, writing practice, and one full-length practice exam, plus a bonus second exam.

INSIDE

The Global Tapestry · Networks of Exchange · Land-Based Empires · Transoceanic Interconnections ·
Revolutions · Consequences of Industrialization · Global Conflict · Cold War and Decolonization · Globalization ·
Practice Exam



Table of Contents.

Nine units of AP World History: Modern, an exam toolkit, two practice exams, and a reference section.

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Each section has an explanation, worked examples, and practice problems. Answers and explanations close every chapter. Click any entry to jump to that page.

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Welcome to AP World History.

The content, the thinking skills, the writing methods, and the practice you need for the exam.

Welcome How to Use This Book

A complete AP World History: Modern course: clear explanations, worked examples, practice problems with full explanations, and practice exams.

What is inside

All nine units of AP World History: Modern, in order. Start Here covers the exam, the historical thinking skills, and the SAQ, DBQ, and LEQ methods. Each unit has explanations, worked examples, three practice sets per section, a multiple-choice set with sources and a writing practice section. Two practice exams and a reference section close the book.

Your situation	Study plan
Taking the course now	Work one unit at a time as your class does, then do that unit's multiple-choice and writing sections.
Starting 6 weeks before the exam	Read Start Here, do two sections a day, build one comparison chart per unit, and take Practice Exam 1 at the end of week 4.
Final week	Redo missed problems, drill the timeline and comparison charts, and take the bonus Practice Exam 2 (separate PDF) under timed conditions.

A routine that works

- 1. Read.** Study the key boxes, then work each example yourself before reading its solution.
- 2. Practice.** Do every Set A problem, then Sets B and C. Write your answers before you look.
- 3. Check.** Compare with the answers and explanations at the end of the chapter. Mark mistakes and note the reason, not just the right answer.
- 4. Review.** Return to missed problems the next day, then do the multiple-choice and free-response sections and the practice exams.

Writing for points

A thesis must make a claim that answers the prompt. Evidence must be specific: names, dates, places, and policies, not general statements.

Source analysis

For every document ask who wrote it, when, for whom, and why, then explain how that changes how far you can trust it.

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Start Here: The Exam and Your Toolkit.

3 sections with explanations and worked examples, then 36 practice problems. Answers and full explanations are at the end of the chapter.

0.1 The AP World History: Modern Exam: Format, Scoring, and Study Plan -

You will learn exactly how the exam is built, how many points each part is worth, which themes and units it tests, and how to turn that into a smart study plan.

The AP World History: Modern exam is **3 hours and 15 minutes** long and covers the period from about 1200 CE to the present. It has two sections. Section I is answered first and mixes **multiple-choice questions (MCQs)** with **short-answer questions (SAQs)**. Section II asks for two essays: a **document-based question (DBQ)** and a **long essay question (LEQ)**. Knowing the structure ahead of time lets you budget your minutes and practice the right skills.

Part	Question type	Number	Time	Share of score
Section I, Part A	Multiple choice with stimuli	55	55 minutes	40%
Section I, Part B	Short answer (SAQ)	3	40 minutes	20%
Section II	Document-based question (DBQ)	1	60 minutes, including a 15-minute reading period	25%
Section II	Long essay question (LEQ)	1 of 3 choices	40 minutes	15%

Exam structure to memorize

Total: 55 MCQ + 3 SAQ + 1 DBQ + 1 LEQ in 3 hours 15 minutes.

MCQs come in sets of 3 to 4 questions built around a stimulus: a primary text, a secondary text, an image, a map, or data. At least one set pairs two texts.

SAQ 1 uses a secondary source. SAQ 2 uses a primary source. Both may fall anywhere from 1200 to 2001. You choose SAQ 3 (1200 to 1750, no stimulus) or SAQ 4 (1750 to 2001, no stimulus).

DBQ: seven documents on a topic from 1450 to 2001.

LEQ: you choose one of three prompts that all use the same reasoning process (comparison, causation, or continuity and change) but cover 1200-1750, 1450-1900, or 1750-2001.

Each written task is scored with a rubric, so you can count the points you are trying to earn. An SAQ is worth **3 points** (one per lettered part). The DBQ is worth **7 points** and the LEQ **6 points**. Because the weights differ, a single rubric point is worth different amounts of your final score, which is why some points are "cheap" and deserve your attention first.

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EXAMPLE 1: WHAT IS ONE POINT REALLY WORTH?

Use the exam weights to compare the value of one MCQ, one SAQ point, one LEQ point, and one DBQ point. About how many MCQs equal one DBQ point?

SOLUTION

MCQ: 40% spread over 55 questions is $40 / 55$, about 0.73% of the exam per question.

SAQ: 20% spread over 9 points (3 questions x 3 points) is about 2.2% per point.

LEQ: 15% spread over 6 points is 2.5% per point.

DBQ: 25% spread over 7 points is about 3.6% per point.

Ratio: $3.6 / 0.73$ is about 5, so one DBQ point equals roughly five multiple-choice questions.

Lesson: a thesis or contextualization point that you can reliably earn is worth as much as several MCQs, so practice the writing rubrics early.

The course is organized into **nine units**, and the exam draws on them unevenly. Notice that the first two units overlap in dates: Unit 1 surveys regional societies, and Unit 2 follows the networks that linked them.

Unit	Dates	Exam weight
1 The Global Tapestry	c. 1200 to c. 1450	8-10%
2 Networks of Exchange	c. 1200 to c. 1450	8-10%
3 Land-Based Empires	c. 1450 to c. 1750	12-15%
4 Transoceanic Interconnections	c. 1450 to c. 1750	12-15%
5 Revolutions	c. 1750 to c. 1900	12-15%
6 Consequences of Industrialization	c. 1750 to c. 1900	12-15%
7 Global Conflict	c. 1900 to present	8-10%
8 Cold War and Decolonization	c. 1900 to present	8-10%
9 Globalization	c. 1900 to present	8-10%

Dates are approximate. A process can begin before or continue after the dates of its unit, and the exam may ask you to trace it across units. The exam also tests **six themes** that run through every unit:

- ◆ **ENV** Humans and the Environment: climate, disease, resources, and how people reshape land.
- ◆ **CDI** Cultural Developments and Interactions: religions, philosophies, art, and what happens when cultures meet.
- ◆ **GOV** Governance: how states form, expand, rule, and fall.
- ◆ **ECN** Economic Systems: production, trade, labor, and consumption.
- ◆ **SIO** Social Interactions and Organization: class, gender, family, ethnicity, and hierarchy.
- ◆ **TEC** Technology and Innovation: tools and inventions and their intended and unintended consequences.

Theme mnemonic

ENV, CDI, GOV, ECN, SIO, TEC: "Every Cat Gets Excited Seeing Toys."

For every topic you study, ask which theme it belongs to and how it echoes in an earlier or later unit. That habit is how you build the connections that earn "complexity" credit.

EXAMPLE 2: BUILDING A STUDY PLAN FROM THE WEIGHTS

You have 10 weeks and 5 hours a week, or 50 hours, before the exam. Allocate study time by unit weight, using 9% for the 8-10% units and 13.5% for the 12-15% units.

SOLUTION

Units 1, 2, 7, 8, 9 each get 9% of 50 hours = 4.5 hours.

Units 3, 4, 5, 6 each get 13.5% of 50 hours = 6.75 hours, about 7.

Check: $5 \times 4.5 = 22.5$ and $4 \times 6.75 = 27$ gives 49.5 hours, so about half an hour remains for a final skills review.

Adjust: spend extra hours on your weakest units, but do not skip a light unit. Together Units 1, 2, 7, 8, and 9 are roughly 45% of the exam, and SAQs and LEQs draw on all periods.

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A practical weekly routine has four steps:

- 1 Learn** Read one topic and write a 5-line summary naming the theme, the cause, and the effect.
- 2 Practice recall** Close the book and list the key people, places, and dates from memory, then check.
- 3 Do stimulus questions** Take 10 MCQs under time, reading the source before the choices.
- 4 Write** Once a week write one SAQ or one thesis plus contextualization paragraph, and score it against the rubric.

Scorers reward **specific** evidence (named people, places, laws, and dates), a thesis that actually answers the question, and explanation that says how or why. They do not reward long, general retellings of events.

Common mistakes

(1) Skipping the reading period on the DBQ and starting to write at once. (2) Treating SAQs as essays: they need no introduction or thesis, only direct answers to labeled parts. (3) Leaving MCQs blank: there is no penalty for wrong answers, so always answer. (4) Writing about a time period outside the prompt. (5) Memorizing facts without practicing the thinking skills; the exam tests both.

Practice

SET A Check Your Understanding

Answer each question in one to three sentences.

- About how many minutes can you spend on each SAQ if you use the whole Part B period evenly? What should you do if you finish one early?
- Which time periods can SAQ 3 and SAQ 4 cover, and what do they have in common that SAQs 1 and 2 do not?
- List the six course themes by name and abbreviation.
- A classmate says Units 1 and 2 are only 'background' and can be skipped. Give two reasons this is risky.
- The three LEQ choices all use the same reasoning process. What does that mean for your choice of prompt?

SET B Exam-Style Multiple Choice

Choose the best answer.

- Which statement correctly describes Section II of the exam?
 - Two DBQs and one LEQ
 - Three LEQs of which you answer all
 - One DBQ with seven documents and one LEQ chosen from three prompts
 - One DBQ and one SAQ chosen from two prompts
 - One LEQ worth 25% and one DBQ worth 15%
- A DBQ rubric awards 7 points and the DBQ is worth 25% of the score. Which conclusion about scoring is most accurate?
 - One DBQ point is worth more of the final score than one MCQ
 - One DBQ point is worth less than one MCQ
 - One DBQ point equals one SAQ point in weight
 - DBQ points are not counted unless the thesis point is earned
 - The DBQ is scored only on use of documents
- A student plans her 15-minute DBQ reading period. Which plan is most effective?
 - Begin writing the introduction immediately and read documents later
 - Memorize all seven documents word for word
 - Read only the first three documents
 - Write the conclusion first and skip the thesis
 - Read the prompt, group and annotate the documents for sourcing, and draft a thesis

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9. Which unit pair together carries the largest share of exam weight?
 (A) Units 1 and 2 (B) Units 3 and 4 (C) Units 7 and 8
 (D) Units 8 and 9 (E) Units 2 and 9
10. Which pairing of an SAQ and its stimulus is correct?
 (A) SAQ 1 primary source, SAQ 2 secondary source (B) SAQ 1 map, SAQ 2 chart
 (C) SAQs 1 and 2 have no stimulus (D) SAQ 1 secondary source, SAQ 2 primary source
 (E) SAQs 3 and 4 both have a primary source

SET C Apply and Extend

Write a complete response. Model answers list scoring points.

11. Plan a 60-minute DBQ period minute by minute. Include the reading period and explain why you give the time to each task that you do.
12. A student scores strongly on MCQs but earns only 2 of 6 points on LEQs. Using the exam weights and rubric, design a two-week improvement plan and explain what it targets.

0.2 Historical Thinking Skills and Reasoning Processes

You will learn the skills the exam tests and the three reasoning processes (comparison, causation, continuity and change), with a method for analyzing any source.

Every exam question, from a three-question MCQ set to the DBQ, tests a small group of repeating skills. Learn the skills once and you can apply them to any unit. The course names six **historical thinking skills**.

Skill	What you do	Where it appears
Developments and processes	Identify and explain what happened and why it mattered	MCQs, SAQs, LEQ
Sourcing and situation	Explain a source's point of view, purpose, historical situation, and audience, and what limits it	MCQs, SAQ 2, DBQ
Claims and evidence	Find an author's argument and the evidence used; compare or evaluate arguments	MCQs, SAQ 1, DBQ
Contextualization	Place an event in a broader setting before, during, or after it	SAQs, DBQ, LEQ
Making connections	Use comparison, causation, or continuity and change to link developments	All sections
Argumentation	Write a defensible thesis and support it with evidence and reasoning	DBQ, LEQ

Sourcing is the skill students most often skip. Ask four questions about every document, which you can remember as **HIPP**.

HIPP: Sourcing a document

Historical situation: what was happening when and where it was created?

Intended audience: who was it written or made for?

Purpose: why was it created (to persuade, record, defend, command, warn)?

Point of view: who is the author, and what position, role, or experience shapes the view?

Then finish with a so-what: "This makes the source useful for ___ but limited for ___ because ___." A list of HIPP labels with no so-what earns nothing.

Two other habits matter for sources. First, separate the **claim** (the author's argument) from the **evidence** (the facts, examples, or data used to support it). Second, notice whether a source is **primary** (created at the time by a participant or observer) or **secondary** (written later by a historian to interpret the past). A secondary source has an argument too, and you can ask whether the evidence supports, modifies, or refutes it.

Contextualization means connecting your topic to a wider setting. Think in three directions: what came before, what else was happening at the same time, and what happened afterward. A good context sentence names real developments, such as "The Mongol conquests of the 1200s had already unified much of Eurasia under one rule, which created conditions for travelers like Marco Polo." A single phrase like "the Mongol era" earns no credit.

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Three reasoning processes and their command words

Comparison: describe and explain similarities and differences, and say which matter most. Command words: compare, contrast, similarity, difference.

Causation: describe and explain causes and effects, separating primary from secondary causes and short-term from long-term effects. Command words: cause, effect, result, led to, impact.

Continuity and change over time (CCOT): describe and explain what changed and what stayed the same across a period. Command words: extent, changed, transformed, remained, over time.

EXAMPLE 1: SOURCING A PRIMARY DOCUMENT

In 1793 the Qianlong emperor answered a British request, sent by King George III, to expand trade and place a permanent ambassador at Beijing. The reply, written for the king, said China already possessed everything it needed, had no use for British manufactured goods, and would keep foreign trade limited to the port of Canton.

Explain how the emperor's point of view and purpose limit the document as evidence of China's real economic situation.

SOLUTION

Identify the point of view: an emperor of the Qing dynasty, who ruled a state that saw itself as the center of the world and received other states as tributaries.

Identify the purpose: to refuse British demands politely and firmly while protecting the Canton system, which let the Qing control and tax foreign trade.

Identify the audience: a foreign king, which is why the tone is dignified and the language emphasizes Chinese self-sufficiency.

So what: the reply tells us how the Qing court chose to present its trade policy, but it does not prove China had no economic interest in trade. Chinese silk, tea, and porcelain were in high demand abroad, and merchants and officials at Canton profited from the trade.

Conclusion: it is strong evidence for Qing political attitudes and limits on foreign access, but weak evidence for the actual state of the Chinese economy.

EXAMPLE 2: COMPARISON WITH EXPLAINED SIMILARITY AND DIFFERENCE

Compare how the Ottoman and Mughal Empires treated religious diversity in the 1500s.

SOLUTION

Similarity: both ruled large non-Muslim populations while their rulers were Muslim, and both used religious and legal arrangements to keep order. The Ottomans used the millet system, which let Christians and Jews run their own religious communities under their own leaders, and the Mughals under Akbar abolished the tax on non-Muslims and welcomed scholars of many faiths.

Difference: the Ottomans organized diversity through formal self-governing communities with their own laws, while Akbar pursued a policy of 'universal peace' (sulh-i kull) that sought to bring Hindu elites such as Rajput princes into the imperial government.

Because: the Ottoman state grew from Islamic frontier warfare and Byzantine administrative traditions, while Mughal rule rested on a large Hindu majority whose cooperation was vital for tax collection.

Note the structure: a similarity, a difference, and a 'because' that explains the reason. This pattern earns full credit on SAQ and LEQ comparison tasks.

Use these frames to speed up your writing: "Both X and Y ..., however X ... whereas Y ..."; "One cause was ..., which led to ... because ..."; "Although ... changed, ... remained the same because ...".

Common mistakes

(1) Writing HIPP labels without explaining relevance to the argument. (2) Treating a source as simply true or false: all sources are useful for some questions and limited for others. (3) Describing two things in separate paragraphs without actually comparing. (4) Listing causes without explaining how each led to the effect. (5) Writing about change only and forgetting continuity.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Explain the difference between point of view and purpose, using the Qianlong reply from the lesson.
2. Give a contextualization sentence (before, during, or after) for the Haitian Revolution of 1791-1804.
3. What is the difference between a claim and evidence? Give an example of each about the Columbian Exchange.
4. A prompt says: "To what extent did the Industrial Revolution change daily life for workers?" Which reasoning process is it, and what two things must a strong response show?
5. A student writes "Describe" in the margin beside one task and "Explain" beside another. How do the two command words differ in what they require?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Read the excerpt. A British factory owner wrote to a newspaper in 1844: "The mill hands of my town are better fed and better housed than ever, and the new hours law is an insult to honest employers."
Which is the best use of the author's point of view?
(A) His position makes the excerpt the most reliable account because he knows the mills
(B) His position as an employer may lead him to downplay workers' hardships, so the excerpt is better evidence of owners' attitudes than of actual conditions
(C) His point of view is irrelevant because he is writing to a newspaper
(D) The excerpt proves that working conditions improved across Britain
(E) The excerpt shows that workers supported the hours law
7. A prompt begins: "Evaluate the extent to which the Mongol conquests changed trade across Eurasia." Which reasoning process does the prompt call for?
(A) Comparison
(B) Causation only, with no reference to what stayed the same
(C) Contextualization of the Silk Roads only
(D) Continuity and change over time
(E) Sourcing of a primary document
8. For a question on the Meiji Restoration (1868), which sentence best provides contextualization?
(A) Pressure from Western powers such as the 1853 arrival of Commodore Perry exposed the weakness of the Tokugawa shogunate and set off a debate about modernization across Asia.
(B) The Meiji Restoration was a key event in Japanese history.
(C) Emperor Meiji ruled from 1868 to 1912.
(D) Many historians study Japan.
(E) Japan industrialized after the Restoration.
9. Which statement is a claim rather than a piece of evidence?
(A) Spain mined silver at Potosi using the mita labor system.
(B) The Dutch East India Company was founded in 1602.
(C) Mercantilist policy was the main reason European states built overseas empires.
(D) The Portuguese established a fort at Malacca in 1511.
(E) Silver shipped from Acapulco reached Manila each year.

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10. Two sources describe the Columbian Exchange. One stresses that new crops such as the potato raised European populations. The other stresses that European diseases devastated Indigenous Americans. A student writes: "The two sources differ because one examines benefits to Europe and the other the human cost in the Americas." Which skill is the student showing?
- (A) Identifying a historical context only
 - (B) Evaluating the point of view of a single author
 - (C) Simply restating the documents
 - (D) Making a thesis without a line of reasoning
 - (E) Comparing the arguments of two sources

SET C Apply and Extend

Write a complete response. Model answers list scoring points.

11. Read this primary source: "In 1950 a Soviet newspaper wrote that the Marshall Plan was an American attempt to buy up Europe and make its economies dependent on Washington."
- (a) Explain ONE way the newspaper's point of view shaped this claim.
 - (b) Explain ONE way the historical situation of 1950 might help explain the claim.
 - (c) Explain ONE limit of using this source to study the Marshall Plan's real effects.
12. Explain ONE similarity and ONE difference between Atlantic revolutions of 1775-1804 in the American colonies and in Haiti.

0.3 Writing the SAQ, DBQ, and LEQ

You will learn a step-by-step method for each written task, the rubric points you are trying to earn, and thesis templates with model responses.

Writing on the AP exam is not about long essays. It is about **earning rubric points** quickly and clearly. Each task has its own rules, so learn them separately.

The SAQ. There are three questions, each with parts (a), (b), and (c), each worth one point. No thesis, introduction, or conclusion is needed. Answer in complete sentences, label each part, and use the **ACE** method.

ACE for SAQs

Answer the command word directly: identify, describe, or explain.

Cite a specific piece of evidence: a name, place, law, event, or date.

Explain how or why it matters to the question, using 'because' or 'which led to'.

Aim for two or three sentences per part. A part that restates the stimulus without adding anything earns nothing.

The DBQ. You have 60 minutes, which includes a 15-minute reading period. Use the first 15 minutes well:

- 1 **Decode the prompt** Circle the command word, the time frame, and the topic. Decide which reasoning process it uses.
- 2 **Annotate the documents** For each of the seven, write a one-line summary and a HIPPA note about why the author said it that way.
- 3 **Group them** Sort the documents into two or three categories that become your body paragraphs, for example economic, political, and social arguments.
- 4 **Plan outside evidence** Brainstorm at least one specific fact not in the documents for each group; one will earn the evidence-beyond-the-documents point.
- 5 **Draft the thesis** Make a claim and a line of reasoning that your groups will prove.

Task	Rubric points	What earns them
SAQ (each)	3	One point per part: identify, describe, or explain correctly with specifics
DBQ	7	Thesis (1), contextualization (1), evidence from documents (up to 2), evidence beyond documents (1), sourcing of 3 documents (1), complexity (1)
LEQ	6	Thesis (1), contextualization (1), evidence (up to 2), reasoning (1), complexity (1)

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Thesis templates (use the one that matches the prompt)

Causation: "Although [secondary cause], the primary cause of [event] was [cause], because [reason], and it led to [effect]."

Comparison: "While [X] and [Y] both [similarity], they differed in [difference] because [reason]."

CCOT: "Between [date] and [date], [what changed] transformed [area], but [what continued] remained because [reason]."

A thesis must respond to the prompt, not restate it, and must sit in one place in the introduction or conclusion.

The LEQ. You have 40 minutes and one prompt out of three. Spend 5 minutes outlining: the thesis, one sentence of context, and two or three pieces of specific evidence per paragraph. Then write an introduction with the context and thesis, two or three body paragraphs, and a short conclusion that returns to the thesis.

Complexity is the hardest point, and it comes from your argument, not a special sentence. You can earn it by analyzing multiple causes, explaining both similarity and difference or both continuity and change, making connections to other periods, or qualifying your thesis with a counterexample. It must be woven into the essay.

EXAMPLE 1: A SCORING-READY SAQ RESPONSE

Explain ONE way the Mongol Empire promoted long-distance trade in Eurasia in the 1200s and 1300s.

SOLUTION

Answer: One way the Mongols promoted trade was by making overland routes safer under a single political authority.

Cite: The Mongol rulers guaranteed protection for caravans, set up relay stations (the yam) for officials and merchants, and offered passes for travel.

Explain: Because merchants faced less risk of robbery and local tolls, goods such as silk, spices, and porcelain moved more cheaply across Central Asia, and travelers such as Marco Polo could cross the continent.

Why it scores: it answers the command word, names specific evidence, and uses 'because' to connect them. Three sentences are enough.

EXAMPLE 2: THESIS AND CONTEXTUALIZATION FOR AN LEQ

Prompt: "Evaluate the extent to which industrialization changed the lives of workers between 1750 and 1900." Write a thesis and a contextualizing sentence, and say what each earns.

SOLUTION

Context: Before industrialization, most Europeans lived in agricultural villages and produced textiles at home, and new energy sources, colonial raw materials, and agricultural changes in Britain created the conditions for factory production. This relates the topic to broader processes before the time frame.

Thesis: Industrialization changed workers' lives dramatically by moving production into factories, imposing clock discipline, and drawing families into crowded cities, although continuities such as poverty, child labor, and unequal gender roles persisted until labor laws and unions gained strength late in the century.

Check: the thesis responds with a claim and a line of reasoning (factories, discipline, cities; continuities), and it appears in one place, so it earns the thesis point.

Complexity potential: showing both change and continuity, then qualifying the argument with regional variation (Britain versus Japan), moves toward the complexity point.

After you write, check against a 30-second list: Is my thesis a claim? Did I give context? Did I name at least three specific facts? Did I explain why each matters? For the DBQ, did I source three documents?

Common mistakes

(1) A thesis that merely restates the prompt or lists topics. (2) Context that is one phrase. (3) Quoting documents instead of describing them in your own words. (4) Using the same document in only one place, rather than grouping several to support a point. (5) Naming an author without saying why that matters. (6) Dropping outside evidence or using it only as a phrase.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. What does ACE stand for, and why does it work for SAQs?
2. Why does the DBQ rubric require that you describe documents rather than quote them?
3. Rewrite this weak thesis so it earns the point: "The Silk Roads were important." Use the prompt: "Evaluate the extent to which the Silk Roads transformed Eurasian societies."
4. Name two ways to earn the complexity point on an LEQ.
5. Explain why a DBQ sourcing note needs a 'so-what' step.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which is the strongest thesis for the prompt: "Evaluate the extent to which the Columbian Exchange transformed societies in the Americas, 1492-1750."
(A) The Columbian Exchange was important to the Americas and had many effects.
(B) Columbus sailed in 1492 and changed the world forever.
(C) The Columbian Exchange is the movement of plants, animals, and diseases between hemispheres.
(D) The Columbian Exchange transformed the Americas profoundly because epidemic disease collapsed Indigenous populations and new European crops, animals, and labor systems reshaped economies, although Indigenous communities preserved languages, farming, and beliefs in many regions.
(E) Many people were affected by the Columbian Exchange in different ways.
7. Which response would earn the contextualization point for a DBQ on the effects of the First World War on colonized peoples?
(A) The First World War was a major global conflict.
(B) Historians debate the effects of the First World War.
(C) Colonized people fought in the war.
(D) Europeans were powerful in 1914.
(E) Before 1914, European empires had divided Africa and Asia in the late 1800s and relied on colonial subjects as labor and soldiers, which set up the wartime recruitment of millions of Indian and African troops.
8. A DBQ student writes: "Document 3, a letter by a Chinese official, shows trade opening." How could the student best earn a sourcing point for this document?
(A) Add that the official's position as a reformer writing to the emperor was meant to persuade the court, so the letter reflects an argument for change rather than neutral description
(B) Quote the whole first sentence of the document
(C) Say the document is reliable because it is old
(D) Repeat the document number in the conclusion
(E) State that the author was Chinese
9. On an SAQ part reading "Explain ONE way," which response is best?
(A) A list of four unrelated facts
(B) A specific example linked to the question with a reason, such as: the Mongols protected merchants on the Silk Roads, which lowered risk and raised the volume of trade
(C) A definition of the Mongol Empire
(D) A restatement of the question
(E) A paragraph with an introduction, three arguments, and a conclusion

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10. Which addition would most strengthen the 'complexity' of an LEQ response on causes of the Industrial Revolution in Britain?
- (A) Repeating the thesis in the last line
 - (B) Adding two more dates without explaining them
 - (C) Showing that coal, capital, and colonial markets were necessary together and that none alone was sufficient, while noting that agricultural change mattered too
 - (D) Listing more inventions in a longer paragraph
 - (E) Moving the thesis to the middle of the essay

SET C Apply and Extend

Write a complete response. Model answers list scoring points.

11. Write a DBQ-style paragraph that sources a document: a 1900 British colonial governor's report in India claims that railroads 'brought prosperity to the whole country.' Explain how his point of view and purpose affect its use as evidence about railroads in India.
12. Prompt: "Compare the causes of the Russian Revolution of 1917 and the Chinese Revolution of 1949." Write a thesis that makes a claim about one similarity and one difference, and add one specific piece of evidence for each.

Answers Start Here: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

0.1 The AP World History: Modern Exam: Format, Scoring, and Study Plan

SET A · CHECK YOUR UNDERSTANDING

1. Forty minutes divided by three questions is about 13 minutes each. If you finish early, use the spare minutes to check that every lettered part has a specific example and an explanation, since each part is scored separately.
2. SAQ 3 covers 1200 to 1750 and SAQ 4 covers 1750 to 2001; you pick one. Neither includes a stimulus, so you must answer from your own knowledge, while SAQs 1 and 2 give a secondary and a primary source respectively.
3. Humans and the Environment (ENV), Cultural Developments and Interactions (CDI), Governance (GOV), Economic Systems (ECN), Social Interactions and Organization (SIO), and Technology and Innovation (TEC). Any order is fine as long as all six are named.
4. First, Units 1 and 2 together carry 16-20% of the exam through MCQs. Second, SAQ 1-3 and the first LEQ choice reach back to 1200, and later developments such as the Columbian Exchange or colonialism only make sense with this background.
5. All three prompts ask you to reason the same way (for example, causation), only in different periods. You should choose the period where you have the most specific evidence, not the one with the easiest-sounding wording.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Section II has one DBQ (seven documents) and one LEQ you select from three prompts. The option that swaps the weights fails, because the DBQ is 25% and the LEQ is 15%.
7. A. About 3.6% of the exam rides on each DBQ point against about 0.73% per MCQ. The claim that points depend on the thesis is wrong, because each rubric point is earned independently.
8. E. The reading period exists for annotation and planning, so reading the prompt, grouping and sourcing the documents, and drafting a thesis is best. Starting to write at once wastes the period, and it cannot be used to memorize all documents.
9. B. Units 3 and 4 are each 12-15%, together 24-30%, more than any other pair; Units 1 and 2 total only 16-20%, the tempting second choice.
10. D. SAQ 1 gives a secondary source and SAQ 2 a primary source, while SAQs 3 and 4 offer no stimulus. The reversed pairing is a common slip.

SET C · APPLY AND EXTEND

11. Model response. 1 point: states the 15-minute reading period for prompt analysis, grouping the seven documents, and writing sourcing notes. 1 point: allocates about 5 minutes to a thesis plus contextualization plan. 1 point: assigns about 35-40 minutes to writing, with one body paragraph per document group that includes outside evidence. 1 point: reserves a few minutes at the end for checking that at least three documents are sourced and the thesis is in one place. Reasoning: the rubric rewards a defensible thesis (1), context (1), documents plus outside evidence (up to 4), and analysis (2), so planning protects those points.
12. Model response. 1 point: identifies that the LEQ is worth 15% and has six rubric points, so each point is worth about 2.5%. 1 point: diagnoses likely lost points, thesis, contextualization, and complexity. 1 point: week one practices writing a thesis plus context paragraph for four different prompts and scoring them against the rubric. 1 point: week two writes two full timed LEQs and adds one piece of specific evidence per body paragraph. 1 point: explains that gaining even three points would add about 7.5% of the exam, more than ten extra MCQs correct.

0.2 Historical Thinking Skills and Reasoning Processes

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SET A · CHECK YOUR UNDERSTANDING

1. Point of view is the author's position, role, and experience (here, a Qing emperor who saw China as the center of the world). Purpose is the reason for creating the text (here, to refuse British requests and protect the Canton system). The two are related but separate: you must state both and show how each shapes the content.
2. Before: Enlightenment ideas about natural rights and the American and French Revolutions had spread to the Atlantic world, and Saint-Domingue's brutal plantation economy had enslaved a majority of the colony's population. Any specific, accurate sentence naming such developments earns the contextualization point; a vague phrase does not.
3. A claim is the argument, such as 'the Columbian Exchange reshaped diets on every continent.' Evidence is a specific fact that supports it, such as the spread of potatoes across northern Europe or of maize and cassava in Africa. A claim without evidence is unsupported, and evidence without a claim is a list.
4. This is continuity and change over time. A strong response shows what changed (for example, factory discipline, urban crowding, child labor) and what stayed the same (for example, long hours, poverty, family-based work), and weighs the extent of change.
5. 'Describe' requires you to give relevant characteristics, facts, or features of something. 'Explain' requires you to say how or why, that is, to give reasons and make the logical link between the evidence and the point. Explaining is therefore the more demanding command word.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. His position as an employer is the key limit: he benefits from fewer regulations, so his claims about workers' welfare need corroboration. The choice that treats him as most reliable ignores that interest, and the one that says point of view is irrelevant misses the purpose of sourcing.
7. D. The word 'changed' and 'the extent' signal change and continuity: you must show what shifted (for example, safer overland routes and the spread of the plague) and what continued (existing Silk Road trade and merchant networks). The comparison option is wrong because the prompt does not ask you to set two things side by side.
8. A. This sentence connects the Meiji Restoration to broader processes before the event (Western pressure and a weak shogunate), which is what contextualization requires. The other options are phrases or facts that do not relate the topic to a wider development.
9. C. This sentence asserts why something happened and can be argued, so it is a claim. Dates, forts, and labor systems are specific evidence that could support such a claim.
10. E. The student states a difference between the sources' arguments and explains why they differ, which is the skill of comparing arguments (3.C). It goes beyond mere restatement because it identifies the focus of each.

SET C · APPLY AND EXTEND

11. Model response. (a) 1 point: the newspaper represented the Soviet government, which opposed American influence and wanted to keep Eastern European states out of the plan, so it described aid as a tool of domination. (b) 1 point: in 1950 the Cold War had begun, Stalin had already refused the plan for the Soviet bloc, and each side used propaganda to claim moral and economic leadership. (c) 1 point: because the paper was an official voice in a political struggle, it shows Soviet propaganda but not whether aid helped Western European recovery, so it must be checked against economic data from the recipients.
12. Model response. 1 point for a similarity: both revolutions were influenced by Enlightenment ideas about liberty and natural rights and both ended colonial rule (Britain's rule in 1783 and French rule in Haiti in 1804). 1 point for a difference: the American Revolution protected an existing slave system and mostly elite colonial leadership, while the Haitian Revolution was led by formerly enslaved people such as Toussaint Louverture and Jean-Jacques Dessalines and abolished slavery.

0.3 Writing the SAQ, DBQ, and LEQ**SET A · CHECK YOUR UNDERSTANDING**

1. Answer, Cite, Explain. It works because each SAQ part is worth one point and requires a direct response, a specific piece of evidence, and an explanation, so ACE covers exactly what scorers look for in two or three sentences.
2. The rubric says the response must describe the content accurately in its own words; quoting is not enough because the point is for the student to show understanding of the document and use it to support an argument. Short quotations can be woven into a description, but they cannot stand alone.
3. Possible rewrite: 'The Silk Roads transformed Eurasian societies by spreading Buddhism and Islam, moving technologies such as paper and gunpowder, and carrying disease, although most people still lived in farming villages whose daily life changed little.' This makes a claim and a line of reasoning.
4. Any two: explain both continuity and change; analyze multiple causes; compare similarities and differences; make connections to another period; qualify the argument with a counterexample. The nuance must be developed in the argument, not mentioned in one phrase.
5. Listing point of view, purpose, or audience only identifies them. The rubric requires explaining how or why that feature is relevant to an argument about the prompt, so the note must say what the feature means for how the document can be used.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. This thesis takes a position on extent, gives a line of reasoning (disease, crops, animals, labor), and qualifies it with continuity. The other options restate the prompt, define a term, or make a vague claim, so none establishes a line of reasoning.
7. E. The correct answer links the topic to earlier imperial expansion and explains how it set up wartime recruitment, a broader process before the event. The others are phrases that do not describe a context, so they earn no credit.
8. A. A sourcing point requires explaining how or why the point of view, purpose, situation, or audience is relevant to an argument. Stating that the author is Chinese or old does not do that, and quoting is not analysis.
9. B. The strongest answer is specific and includes the causal link ('because it lowered risk'). A definition or restated question does not answer the verb, and writing a full essay wastes time since SAQs have no thesis requirement.

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10. C. Complexity comes from showing interaction of multiple factors and qualifying the argument. Merely listing more details or moving the thesis cannot show nuance.

SET C · APPLY AND EXTEND

11. Model response. 1 point: identifies the governor's point of view as an official of the colonial government that profited from the railroads and was responsible for their success. 1 point: identifies purpose as defending British rule and justifying investment. 1 point: explains the effect: the report is useful for showing how officials justified colonial policy but weak evidence of benefits for ordinary Indians, since railroads also moved raw materials to ports, and famines occurred; it should be corroborated with Indian nationalist sources such as Dadabhai Naoroji. A paragraph that only labels the author does not score.
12. Model response. 1 point for a thesis: 'Both revolutions grew from military defeat and peasant discontent with weak governments, but Russia's revolution was driven by wartime collapse and an urban workers' movement while China's rested on a peasant army and a long civil war.' 1 point for evidence on the similarity: Russia's losses in the First World War and shortages, and China's repeated defeats by Japan and the Nationalists' corruption. 1 point for evidence on the difference: the Petrograd workers and soldiers' soviets in 1917 versus Mao Zedong's rural base and the Long March (1934-35). The thesis must be located in one place and respond to the question.

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Unit 1: The Global Tapestry (c. 1200 to 1450).

7 sections with explanations and worked examples, then 95 practice problems. Answers and full explanations are at the end of the chapter.

1.1 East Asia: China and Neighbors

You will explain how the Song dynasty ruled and grew, and how China's culture and tributary system shaped Korea, Japan, and Vietnam.

Between about 1200 and 1450, East Asia was the most populous and technologically inventive region on Earth. Understanding it means tracking three things: what China inherited from earlier dynasties, how the **Song dynasty** (960-1279) transformed its economy, and how neighbors such as Korea, Japan, and Vietnam borrowed from China while keeping their own systems.

The Tang legacy. The Sui and Tang dynasties (581-907) rebuilt a unified empire after centuries of division. They left behind a Confucian civil service examination, a bureaucracy that served the emperor, the Grand Canal linking the Yellow and Yangzi river regions, and a Buddhism that had put down deep roots. After Tang collapse, the Song reunified most of China proper in 960, though it never controlled the northern frontier. Northern peoples (the Liao, then the Jin) forced the Song to pay silver and silk, and in 1127 the Song lost the north and moved its capital south to Hangzhou. The Mongols finished the conquest in 1279.

Key idea: Song state-building

The Song justified and ran its rule through **Confucianism** and an **imperial bureaucracy** staffed by scholar-officials chosen by civil service exams.

Because exam success replaced hereditary aristocratic privilege, a class of educated gentry (the literati) gained influence, though only families who could afford years of study could compete.

Confucianism and Neo-Confucianism. Confucian thought stresses social order through proper relationships: ruler and subject, parent and child, husband and wife, elder and younger sibling, friend and friend. **Filial piety**, the duty of children to honor and obey parents and ancestors, became the model for loyalty to the state. Women were expected to show deference to fathers, husbands, and sons. In the Song era, thinkers such as Zhu Xi created **Neo-Confucianism**, which blended Confucian ethics with the metaphysical ideas of Buddhism and Daoism. It answered the challenge of Buddhism by giving Confucianism its own account of the universe, and it later became the core of the exam curriculum. Chinese literary and scholarly traditions, including the writing system and classical texts, spread to Heian Japan and to Korea.

Buddhism in East Asia. Buddhism remained influential even as officials favored Confucianism. Its branches included **Mahayana** (dominant in China, Korea, Japan, and Vietnam; it stresses compassion and bodhisattvas who delay nirvana to help others), **Theravada** (strong in Sri Lanka and mainland Southeast Asia), and **Tibetan** Buddhism (led by lamas). Monasteries ran schools, hostels, and lending, and monasticism gave some women an alternative to marriage.

Economic revolution under the Song. The Song economy became increasingly commercialized, yet it still rested on free peasants and artisans rather than on slavery or serfdom. Key innovations:

- ◆ **Champa rice**, an early-ripening, drought-tolerant variety from Vietnam, allowed two harvests a year and fed a population that passed 100 million.
- ◆ Iron and steel production expanded (coal replaced charcoal), supplying tools, weapons, and coins.
- ◆ Movable-type printing, gunpowder, the magnetic compass, and **paper money** (first used widely to avoid hauling heavy copper coins) spread knowledge and eased trade.
- ◆ Canals, including an expanded Grand Canal, and large oceangoing ships moved grain, silk, tea, and **porcelain** for export across the Indian Ocean.

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Urbanization. Prosperity fed city growth. Kaifeng and Hangzhou held a million or more people, with markets open at night, teahouses, theaters, and merchant guilds. Even so, Confucian values ranked merchants below scholars and farmers, so wealthy families often invested in land and education to gain status.

Neighbor	Borrowed from China	Kept or adapted
Korea (Koryo, 918-1392)	Confucian exams and ethics, Buddhism, writing, printing (Koryo used metal movable type)	Strong aristocracy, distinctive celadon pottery
Japan (Heian, then Kamakura)	Chinese characters, Buddhism, court culture	Kana scripts, Tale of Genji, a warrior class under a shogun rather than a bureaucracy
Vietnam (Dai Viet)	Confucian court, exams, Mahayana Buddhism, Champa rice link	Independence after 939, resisted Chinese and Mongol invasions, relatively higher status for women

The tributary system. China saw itself as the center of civilization. Neighbors sent envoys bearing tribute and performed ritual submission (the kowtow). In return they received gifts, recognition of their rulers, and trading rights. The system was a diplomatic and commercial arrangement more than direct rule; Korea and Vietnam often accepted it while remaining politically independent.

Japanese feudalism. In Heian Japan (794-1185) emperors lost real power to aristocratic families, and local warriors defended private estates. In 1185 the Kamakura shogunate began: a **shogun** ruled in the emperor's name, **daimyo** controlled regions, and **samurai** vowed loyalty in exchange for land and protection, guided by the code later called bushido. The Mongols tried to invade in 1274 and 1281 but storms destroyed their fleets.

EXAMPLE 1: SOURCE ANALYSIS

Read this statement by a historian: 'Under the Song, a farmer's son with talent could, in principle, become an official, but in practice most successful candidates came from landowning families.' (a) Identify the claim. (b) Explain one piece of evidence from Song China that supports it.

SOLUTION

Claim: the exam system opened government service on merit, but wealth limited who could actually benefit.

Evidence for the first half: the Song expanded civil service exams and relied on scholar-officials, not hereditary nobles, to run the bureaucracy.

Evidence for the second half: preparing for the exams required years of study of the Confucian classics and the cost of tutors, so landowning gentry families dominated; this is why merit-based selection coexisted with continued social hierarchy.

EXAMPLE 2: COMPARING TWO SYSTEMS

Compare how Song China and Kamakura Japan maintained political order.

SOLUTION

Similarity: both justified rule with a hierarchy and loyalty ideal (Confucian filial piety in China; the bond between samurai and lord in Japan), and both left an emperor as a symbolic or central figure.

Difference: China relied on a centralized bureaucracy of exam-selected civil officials paid by taxes; Japan relied on decentralized, military ties between a shogun, daimyo, and samurai rewarded with land.

Thesis-style conclusion: China maintained order through administrative institutions, while Japan did so through personal, warrior-based obligations.

Remember these dates and terms

Song 960-1279; Tang 618-907; Koryo 918-1392; Kamakura shogunate from 1185.

Champa rice, paper money, movable type, compass, gunpowder, porcelain, Grand Canal.

Tribute = ritual submission in exchange for trade and recognition.

Common mistakes

Do not say the Song 'ruled' Korea, Japan, or Vietnam; the tributary system was mostly diplomatic. Do not confuse Neo-Confucianism (a Song-era revival that absorbed Buddhist and Daoist ideas) with original Confucianism. Do not claim the Song were a huge territorial empire; their strength was economic and technological.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. What two traditional methods did the Song use to maintain and justify their rule?
2. Explain how Champa rice contributed to population growth in Song China.
3. Describe one way Neo-Confucianism differed from earlier Confucianism.
4. What was the tributary system, and what did neighboring states gain from it?
5. Identify one similarity between Heian Japan or Korea and China in this period.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly increased agricultural output in Song China?
(A) Adoption of the Kamakura shogunate (B) Building of the Great Wall
(C) Spread of Theravada Buddhism (D) Introduction of Champa rice from Vietnam
(E) Creation of the tributary system
7. The Song government's use of civil service exams most clearly shows continuity with which earlier dynasty?
(A) Tang (B) Mongol Yuan (C) Qin
(D) Heian (E) Koryo
8. Which statement best describes the role of merchants in Song society?
(A) Merchants were the ruling class
(B) Merchants were forbidden to trade abroad
(C) Merchants were prosperous but ranked below scholars in Confucian ideals
(D) Merchants were enslaved by the state
(E) Merchants held hereditary noble titles
9. In Kamakura Japan, samurai were bound to their lords primarily by
(A) civil service exams (B) tribute payments
(C) Buddhist monasteries (D) tax collection by the emperor
(E) land grants in exchange for military loyalty
10. Which pairing of region and Buddhist branch is correct?
(A) Tibet - Theravada (B) China - Mahayana (C) Sri Lanka - Mahayana
(D) Japan - Theravada (E) Korea - Tibetan

SET C Apply and Extend

Write a developed response. Use specific evidence.

11. Explain how the Song economy changed and continued in the Song era. Use two specific innovations and one continuity.
12. Evaluate the extent to which China influenced Korea, Japan, and Vietnam between c. 1200 and c. 1450.

1.2 Dar al-Islam

You will explain how Abbasid power fragmented, how Turkic and Mongol rulers reshaped Muslim lands, and how law, trade, and learning held Dar al-Islam together.

Dar al-Islam, literally the 'house of Islam,' names the broad world in which Muslim rulers, law, and culture predominated, from Spain and North Africa to Central and South Asia. Politically it was never united for long. Culturally and commercially it was one of the most connected regions of the world.

The Abbasid caliphate and its fragmentation. The Abbasids (750-1258) ruled from Baghdad, a city founded in 762 on the Tigris. At first they governed a vast, rich empire using Persian administrators, a large army, and tax revenue from agriculture and trade. By the 900s, however, governors, generals, and rival dynasties had taken real power while caliphs kept mainly religious prestige. As the caliphate fragmented, new Islamic political entities emerged, and most were dominated by Turkic peoples from Central Asia, many of whom had first entered as soldiers and slaves-turned-commanders.

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The **Seljuk Turks**, a Sunni Turkic group, entered Baghdad in 1055. Their leader took the title **sultan** (holder of power) while the Abbasid caliph remained as a figurehead. The Seljuks expanded into Anatolia, defeating the Byzantines at Manzikert in 1071, and their presence helped trigger the Crusades. Other new states followed: the **Mamluk sultanate** of Egypt, run by former slave soldiers, and the **Delhi sultanates** in northern India. In 1258 the **Mongols** under Hulegu sacked Baghdad and ended the Abbasid caliphate, killing the caliph and destroying libraries. The Mamluks stopped the Mongol advance at Ain Jalut in 1260, protecting Egypt and the holy cities. Later Mongol khans in Persia converted to Islam, showing how conquerors were absorbed into Muslim culture.

Key idea: why Islamic states multiplied

Abbasid power weakened because of provincial governors, military rivals, and Turkic and later Mongol invasions.

The result was a patchwork of sultanates (Seljuk, Mamluk, Delhi) that shared a religion and legal tradition but not a single ruler.

Key terms

Sultan: a ruler holding real political and military power, often under a nominal caliph.

Sharia: Islamic law derived from the Quran, hadith, and scholarly reasoning.

Sufi: a Muslim mystic; Sufi orders helped spread Islam.

Caliph: successor to Muhammad as leader of the Muslim community.

Sunni and Shia. The two major branches of Islam originated in a dispute over who should lead the community after Muhammad's death in 632. **Sunni** Muslims accepted leaders chosen by the community (the early caliphs) and today form the majority. **Shia** Muslims held that leadership belonged to Muhammad's family through Ali and his descendants, the imams. Both share the Five Pillars (faith, prayer, charity, fasting in Ramadan, pilgrimage to Mecca). This division shaped rivalries, for example between the Sunni Abbasids and Shia dynasties such as the Fatimids of Egypt.

Islamic law and society. Law (**sharia**) drew on the Quran, the example (hadith) of Muhammad, and scholarly reasoning, and it was interpreted by learned **ulama** within several legal schools. Judges (qadis) settled disputes in marketplaces and courts, which gave merchants confidence in contracts across great distances. Jews and Christians, as 'people of the book,' were generally allowed to practice their faith under Muslim rule in exchange for a tax, though they held a lower legal status.

Spread of Islam. Islam expanded first by military conquest, then through the activities of merchants, missionaries, and **Sufis**, mystics who stressed personal devotion and often adapted local customs. Traders carried the faith along the Indian Ocean to East Africa, India, and Southeast Asia, and across the Sahara to West Africa. Many people converted gradually for social, commercial, or spiritual reasons; conversion was not usually forced.

Trade. Muslim merchants dominated the Indian Ocean (using dhows and the monsoon winds), the Silk Roads, and the Trans-Saharan caravans. Tools such as the **caravanserai** (roadside inns), partnerships, bills of credit, and a shared Arabic language and legal code lowered the risk of long-distance trade. The Quran and Muhammad's own career as a merchant gave commerce high respect.

Learning and the arts. Scholars preserved and extended Greek, Persian, and Indian knowledge. The **House of Wisdom** in Abbasid Baghdad was a center where texts were translated into Arabic and studied. Al-Khwarizmi's work gave algebra its name and spread Indian numerals; Ibn Sina (Avicenna) wrote the Canon of Medicine; Ibn Rushd (Averroes) wrote commentaries on Aristotle; Nasir al-Din al-Tusi advanced astronomy and mathematics; and 'A'ishah al-Ba'uniyyah wrote Sufi poetry and religious works. Muslim and Christian Spain (Cordoba, Toledo) became sites of scholarly transfer to Europe, where Latin translations helped inspire universities. Islamic art emphasized calligraphy, geometric patterns, and grand mosques with domes and minarets, partly because religious art avoided depicting living beings.

Power	Dates	Significance
Abbasid caliphate	750-1258	Baghdad, House of Wisdom, fragmenting authority
Seljuk Turks	1055 onward	Sunni sultans in Baghdad, victory at Manzikert 1071
Mamluk sultanate	1250-1517	Egypt; defeated Mongols at Ain Jalut 1260
Delhi Sultanate	1206-1526	Turkic Muslim rule in northern India
Mongol sack of Baghdad	1258	End of Abbasid caliphate

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EXAMPLE 1: CAUSATION

Explain one cause and one effect of the fragmentation of the Abbasid caliphate.

SOLUTION

Cause: provincial governors and military commanders gained independent power, and Turkic soldiers became dominant inside the empire.

Effect: new Islamic states (the Seljuk empire, Mamluk sultanate, Delhi sultanates) arose, many ruled by Turkic elites.

Link: the new rulers kept Islamic law and Arabic and Persian culture, so Dar al-Islam remained culturally connected despite political division.

EXAMPLE 2: EVALUATING CONTINUITY

A student argues that the Mongol conquest of Baghdad ended Islamic intellectual life. Evaluate this claim.

SOLUTION

Support: the 1258 sack destroyed libraries and killed scholars, ending the Abbasid caliphate.

Challenge: scholars like Nasir al-Din al-Tusi worked under Mongol patronage in Persia, Mamluk Cairo remained a center of learning, and Mongol rulers converted to Islam.

Judgment: the claim exaggerates; the event was a political and physical disruption, but Islamic science, law, and art continued and expanded.

Common mistakes

Do not use 'Arab' and 'Muslim' as synonyms: the Seljuks, Mamluks, and Delhi sultans were Turkic, and Persians were central to learning. Do not say Sunni and Shia differ on the Five Pillars; the original dispute concerned leadership. Do not claim the Mongols permanently destroyed Muslim civilization.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Why did the Abbasid caliphate fragment?
2. What was the original difference between Sunni and Shia Muslims?
3. Describe the role of Sufis in the spread of Islam.
4. What was the House of Wisdom, and why was it important?
5. Name two features that made Muslim long-distance trade safer or easier.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Seljuk Turks are best described as
 - (A) Shia rulers who founded the Abbasid caliphate
 - (B) Sunni Turkic rulers who took power in Baghdad in the 11th century
 - (C) Mongol conquerors who ended the Abbasid caliphate
 - (D) Christian allies of the Byzantines
 - (E) Slave soldiers who ruled Egypt
7. Which event most directly ended the Abbasid caliphate?
 - (A) The battle of Manzikert
 - (B) The founding of the Delhi Sultanate
 - (C) The Mongol sack of Baghdad in 1258
 - (D) The battle of Ain Jalut
 - (E) The conversion of the Seljuks
8. Which was the most important way Islam spread to West Africa and Southeast Asia during this period?
 - (A) Conquest by the Abbasid army
 - (B) Forced conversion by the Seljuks
 - (C) Mongol missions
 - (D) The Crusades
 - (E) Activities of merchants and Sufis

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9. Scholarly transfers in Muslim and Christian Spain are best seen as evidence of
- (A) religious isolation
 - (B) the collapse of Islamic science
 - (C) Mongol influence on Iberia
 - (D) the preservation and transmission of Greek and Arabic learning to Europe
 - (E) the spread of Theravada Buddhism
10. Which statement about Islamic states after the fall of Baghdad is most accurate?
- (A) They included diverse sultanates that kept shared religious and cultural traditions
 - (B) They disappeared
 - (C) They were unified under one caliph
 - (D) They were all ruled by Arabs
 - (E) They rejected trade

SET C Apply and Extend

Write a developed response. Use specific evidence.

11. Explain the causes and effects of the rise of Turkic-dominated Islamic states.
12. Evaluate the extent to which Muslim states encouraged intellectual innovation between c. 1200 and c. 1450.

1.3 South and Southeast Asia

You will explain how Muslim, Hindu, and Buddhist states in South and Southeast Asia gained power and how trade and religion spread across the region.

South and Southeast Asia sat at the center of Indian Ocean trade. Between 1200 and 1450 the region saw new Muslim states in northern India, powerful Hindu and Buddhist kingdoms in the south and across the islands and mainland of Southeast Asia, and religious movements that blended traditions.

The Delhi Sultanate (1206-1526). Turkic Muslim commanders from Central Asia conquered much of northern India. The sultanate was ruled by a succession of dynasties, beginning with former slave soldiers, and governed through military governors and Persian-style administration. Sultans taxed peasants heavily, built mosques and towers such as the Qutb Minar, and levied a special tax (jizya) on non-Muslims, though most subjects stayed Hindu. The Mongols raided repeatedly but failed to take Delhi, and in 1398 Timur sacked the city, weakening the sultanate. Persian became the language of court and literature, producing mixed Hindu-Muslim culture.

Hindu kingdoms. In northern India **Rajput kingdoms** of warrior clans resisted the sultans, emphasizing honor and military tradition. In the south, the **Chola** state (c. 850-1279) ruled the Tamil region and Sri Lanka's north, financed by agriculture, temple wealth, and sea trade. Chola kings such as Rajaraja I and Rajendra I built huge Shiva temples and launched a naval raid on Srivijaya around 1025 to protect merchants. The **Vijayanagara Empire** (founded 1336) arose in the Deccan to defend Hindu culture against sultanates to the north, yet its rulers traded actively with Muslim merchants, supported temples, and built a capital at Hampi.

Key idea: diversity of states

South Asia combined Muslim sultanates in the north (Delhi) with Hindu kingdoms (Rajput, Chola, Vijayanagara); both used religion to legitimize rule and sponsored monumental building.

Southeast Asian kingdoms drew on Indian religion and statecraft while keeping local traditions.

Southeast Asian kingdoms.

- ◆ **Srivijaya** (7th-13th centuries) on Sumatra controlled the Strait of Malacca. It was a Buddhist maritime empire that taxed passing ships and received tribute from smaller ports.
- ◆ The **Khmer Empire** (802-1431) in Cambodia combined Hindu and Buddhist traditions. Kings claimed divine status, built great reservoirs for rice, and constructed Angkor Wat (Hindu, Vishnu) under Suryavarman II and Angkor Thom (Buddhist) under Jayavarman VII.
- ◆ **Majapahit** (1293-c. 1527) on Java, a Hindu-Buddhist state, dominated island trade and spice routes.
- ◆ **Sukhothai** (founded 1238) was an early Thai kingdom that promoted Theravada Buddhism.
- ◆ **Sinhala dynasties** in Sri Lanka, centered on Anuradhapura and Polonnaruwa, supported Theravada monasteries and irrigation.

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Key terms

Bhakti: devotional Hinduism focused on a personal deity.

Sufism: Islamic mysticism that spread Islam in India and Southeast Asia.

Monsoon: seasonal wind pattern that powered Indian Ocean sailing.

Belief systems. Hinduism, Islam, and Buddhism all shaped these societies. The **bhakti** movement taught devotion to a personal god (such as Shiva or Vishnu) in local languages, and it welcomed people regardless of caste. **Sufism** presented Islam through music, poetry, and saintly example, attracting converts in Indian villages. **Buddhist monasticism** continued to provide education, charity, and merit-making opportunities, particularly in Sri Lanka and mainland Southeast Asia.

Indian Ocean trade and diffusion. Monsoon winds carried ships between East Africa, Arabia, India, Southeast Asia, and China each year. Merchants exchanged spices, cotton textiles, pepper, gems, and ivory. Port cities such as Calicut, Cambay, and Malacca grew rich. Islam reached Southeast Asia mostly through merchants who married into local families; the port of Malacca, founded about 1400, became a hub of Muslim trade. Indian ideas of kingship, Sanskrit, and architecture influenced the Khmer and Javanese, while Chinese tributary and trade ties influenced the coastal ports.

State	Region	Religion/identity	Source of power
Delhi Sultanate	North India	Sunni Muslim elite	Military governors, land taxes
Chola	South India	Hindu (Shaiva)	Temples, rice, naval trade
Vijayanagara	Deccan	Hindu	Defense against sultanates, trade
Srivijaya	Sumatra	Buddhist	Strait of Malacca tolls
Khmer	Cambodia	Hindu then Buddhist	Irrigation, divine kingship

EXAMPLE 1: CLAIM AND EVIDENCE

A historian argues: 'Southeast Asian rulers adopted Indian religious ideas to strengthen their authority.' Identify one piece of evidence from this unit that supports the claim.

SOLUTION

The Khmer kings combined Hindu devotion to Vishnu and Shiva with the idea that the king was divine.

Suryavarman II built Angkor Wat as a temple-state monument, linking royal prestige to religion.

This supports the claim because it shows rulers borrowing Indian religion to justify power while adapting it to local needs, such as managing rice reservoirs.

EXAMPLE 2: COMPARISON

Compare Srivijaya and the Chola state as maritime powers.

SOLUTION

Similarity: both profited from Indian Ocean trade and used force or tribute to protect merchants; the Chola raid on Srivijaya in 1025 shows both were concerned with sea lanes.

Difference: Srivijaya's power came mainly from controlling the Strait of Malacca and taxing ships, while the Chola also relied on land agriculture and temple-based wealth in South India.

Conclusion: both were regional powers whose economies depended on trade, but the Chola economy was more land-based.

Common mistakes

Do not assume the Delhi Sultanate converted all Indians; most people remained Hindu. Do not confuse Vijayanagara (Hindu, south) with the Delhi Sultanate (Muslim, north). Remember that Islam in Southeast Asia spread mainly through trade and Sufi teachers, not conquest.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. What was the Delhi Sultanate, and how did it govern?
2. Why was Vijayanagara founded, and what features marked it?
3. Explain the importance of the Strait of Malacca to Srivijaya.
4. Describe how bhakti and Sufism were similar.
5. How did monsoons shape Indian Ocean trade?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Angkor Wat is associated with which state and religion at its building?
(A) Srivijaya, Buddhism (B) Majapahit, Islam (C) Chola, Judaism
(D) Khmer Empire, Hinduism (E) Sukhothai, Christianity
7. Which development best explains the spread of Islam to Malay ports in this period?
(A) Marriage and trade ties with Muslim merchants
(B) Conquest by the Delhi Sultanate
(C) Mongol invasion
(D) Expansion of the Chola navy
(E) Forced conversion by Srivijaya
8. The bhakti movement is best described as
(A) a Buddhist monastic order
(B) a devotional Hindu movement open across castes
(C) a Mongol religion
(D) a Muslim legal school
(E) a Confucian reform
9. Which was a primary source of Srivijaya's wealth?
(A) Conquest of China (B) Silver mines in India
(C) Trans-Saharan gold (D) Taxes from the Delhi Sultanate
(E) Control of the Strait of Malacca
10. Compared with the Chola, the Delhi Sultanate was more likely to
(A) support Hindu temples exclusively
(B) control the Strait of Malacca
(C) be ruled by Turkic Muslim elites using Persian administration
(D) adopt Theravada Buddhism
(E) build Angkor Wat

SET C Apply and Extend

Write a developed response. Use specific evidence.

11. Explain how and why South and Southeast Asian states maintained power between c. 1200 and c. 1450. Use two examples.
12. Evaluate the extent to which cultural diffusion shaped South and Southeast Asia in this period.

1.4 State Building in the Americas and Africa

You will explain how states in the Americas and Africa formed, controlled people and resources, and used religion and trade to rule.

In the Americas and Africa, as in Eurasia, states combined continuity with innovation. Rulers used religion, tribute, trade, and military force to build and hold power. Your task is to know the major states, how each was governed, and what made them similar or different.

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Mesoamerica: Maya and Mexico. The **Maya** never formed one empire. They lived in independent city-states such as Tikal, Chichen Itza, and later Mayapan, each ruled by a king who claimed priestly authority. Many southern lowland cities declined before 1200, probably because of drought, warfare, and overuse of land, but Maya cities in the Yucatan continued, trading cacao and salt. The **Mexica** (Aztec) migrated into the Valley of Mexico and founded Tenochtitlan around 1325 on an island in Lake Texcoco. In 1428 they joined with Texcoco and Tlacopan in the Triple Alliance and conquered neighbors. The empire ruled by demanding **tribute** (food, cloth, goods, laborers) from conquered peoples rather than administering them directly. Tenochtitlan used **chinampas** (raised garden plots) to feed a city of perhaps 200,000. The Mexica religion centered on the sun god Huitzilopochtli, and rituals included human sacrifice, which also reinforced the state's power over enemies.

The Andes: the Inca. The **Inca** built the largest empire in the Americas from Cusco, expanding rapidly after about 1438 under Pachacuti. The ruler, the Sapa Inca, was seen as descended from the sun. Control relied on a road system of thousands of miles, relay runners, storehouses, and a record-keeping system of knotted cords called **quipu**. Instead of tribute in goods, the Inca demanded labor through the **mit'a** system: communities provided workers for farming, building, mining, and military service. Conquered elites were integrated, rebels were relocated, and Quechua became the administrative language.

Key idea: two ways of extracting resources

Mexica: **tribute** in goods and captives, collected by a decentralized network of subject cities.

Inca: **mit'a**, a rotational labor obligation, supported by roads, storehouses, and quipu.

Remember these facts

Tenochtitlan c. 1325; Triple Alliance 1428; Inca expansion after c. 1438.

Mansa Musa hajj 1324; Great Zimbabwe c. 1100-1450; Cahokia c. 1050-1350.

Swahili coast: Bantu base + Arabic influence + Islam + monsoon trade.

North America. In the Southwest, Chaco Canyon and Mesa Verde were centers of Ancestral Puebloan communities with planned stone buildings, trade, and astronomical alignments, though both were largely abandoned by 1300 as drought struck. In the Mississippi valley, **Cahokia** (c. 1050-1350), the largest Mississippian city, had huge earthen mounds, farming of maize, and a hierarchy of leaders. Neither built a large empire, showing diversity in how complex societies organized.

West Africa. The empire of **Mali** rose in the 13th century under Sundiata (c. 1235), building on trans-Saharan trade in gold and salt. Its most famous ruler, **Mansa Musa**, made a pilgrimage to Mecca in 1324, spreading Mali's reputation for wealth and encouraging scholars and architects to come. Timbuktu became a center of Islamic learning, and Muslim officials helped run the state, though Mali's rulers also kept local religious customs. Mali declined in the 15th century, and **Songhai**, centered on Gao, later rose along the Niger. The Hausa kingdoms (Kano, Katsina) were city-states that traded cloth, leather, and kola nuts.

East and Southern Africa. **Ethiopia**, a Christian kingdom, was ruled by the Zagwe dynasty, whose King Lalibela supervised rock-hewn churches; after 1270 the Solomonic dynasty claimed descent from King Solomon and expanded. **Great Zimbabwe** (c. 1100-1450) was a city of massive dry stone walls, whose rulers controlled gold and cattle and traded with Swahili ports for Indian and Chinese goods. The **Swahili city-states**, such as Kilwa, Mombasa, and Mogadishu, were independent ports along the East African coast where Bantu languages mixed with Arabic. Islam spread there through merchants, and the monsoon trade connected them to Arabia, India, and China.

State	Location	Basis of power	Religion/legitimacy
Mexica	Valley of Mexico	Tribute, Triple Alliance	Sun and war god, sacrifice
Inca	Andes	Mit'a labor, roads, quipu	Sapa Inca as child of the sun
Mali	West Africa	Gold-salt trade, Mansa Musa	Islam with local traditions
Great Zimbabwe	Southern Africa	Gold, cattle, trade	Sacred kingship
Swahili city-states	East African coast	Monsoon trade	Islam
Cahokia	Mississippi valley	Maize farming, mounds	Mound-based leadership

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EXAMPLE 1: COMPARISON

Compare how the Mexica and the Inca obtained resources from conquered peoples.

SOLUTION

Similarity: both expanded by conquest and relied on conquered peoples to support the capital.

Difference: the Mexica demanded tribute in goods and captives while leaving local rulers in place; the Inca required labor service (mit'a) and built a centralized administration with roads, storehouses, and quipu.

Because the Mexica system rested on local compliance, it depended on fear and sometimes provoked revolts, whereas the Inca integrated provinces more directly.

EXAMPLE 2: CAUSATION

Explain how trade contributed to the power of Mali.

SOLUTION

Mali sat between gold-producing forests to the south and salt-producing Saharan regions to the north.

By taxing caravans that passed through its cities and controlling Timbuktu and Gao-region markets, the mansa gained wealth to support an army and administrators.

Mansa Musa's pilgrimage in 1324 displayed this wealth, strengthened ties to the Islamic world, and attracted scholars, which increased Mali's prestige.

Common mistakes

Do not call the Maya an empire: they were separate city-states. Do not mix up the Mexica (tribute, Tenochtitlan) with the Inca (mit'a, Cusco). Do not forget that Mali's rulers were Muslim but still blended local customs; and that Great Zimbabwe, not Mali, is in southern Africa.

Practice**SET A** Check Your Understanding

Answer each question in two to four sentences.

1. Describe how the Maya differed politically from the Inca.
2. What was the Mexica tribute system, and why did it matter?
3. Explain the importance of quipu and roads to Inca rule.
4. What made Mansa Musa's pilgrimage historically significant?
5. Name one similarity between the Swahili city-states and Great Zimbabwe.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The mit'a system of the Inca is best described as
 - (A) a tribute of cacao
 - (B) a religious festival
 - (C) a code of laws for merchants
 - (D) a labor obligation of subject communities
 - (E) a record of land ownership
7. Which was a feature of Tenochtitlan?
 - (A) A road system called the Silk Road
 - (B) Chinampas to produce food
 - (C) Great stone walls built without mortar in southern Africa
 - (D) Rock-hewn churches
 - (E) Mounds along the Mississippi
8. Cahokia is best known as
 - (A) a Mississippian city with large earthen mounds
 - (B) an Inca administrative center
 - (C) a Swahili port
 - (D) a Maya astronomical center
 - (E) the capital of Mali
9. Which statement about Mali is most accurate?
 - (A) It was a Buddhist state
 - (B) It was founded by the Inca
 - (C) It was located in southern Africa
 - (D) It rejected Islam entirely
 - (E) Its power depended partly on controlling trans-Saharan gold and salt trade
10. Ethiopia differed from most other African states of the era because it
 - (A) relied on monsoon trade
 - (B) built stone walls without mortar
 - (C) was a Christian kingdom
 - (D) spoke Swahili
 - (E) was ruled by Songhai kings

SET C Apply and Extend

Write a developed response. Use specific evidence.

11. Explain two ways in which religion supported state power in the Americas or Africa between c. 1200 and c. 1450.
12. Compare state building in one region of the Americas with one region of Africa.

1.5 Europe and Comparison of States

You will explain how feudalism, the Church, the Crusades, and the Black Death shaped Europe, and use them to compare states across Afro-Eurasia.

Between 1200 and 1450 most of Western Europe was politically fragmented, agricultural, and deeply shaped by Christianity. Eastern Europe and Anatolia were dominated by the Byzantine Empire. Studying Europe also gives you a chance to practice the skill of comparison with the Asian, African, and American states you have just seen.

Political decentralization: feudalism. After the Roman Empire and the Carolingian kingdom broke apart, power in Western Europe passed to local lords. In **feudalism**, a lord gave land (a fief) to a vassal in exchange for military service and loyalty; vassals could in turn grant land to lesser knights. Kings existed but were often weaker than powerful nobles, and royal government grew slowly. In England, nobles forced King John to sign **Magna Carta** (1215), limiting arbitrary royal power and establishing the idea that even kings must obey law. France and England fought the Hundred Years' War (1337-1453), which gradually strengthened both monarchies. The Holy Roman Empire in central Europe stayed a loose collection of principalities and cities.

Economic foundation: manorialism and serfdom. The economy was largely agricultural. Under **manorialism**, the manor (a lord's estate with village, fields, and mill) was the basic economic unit. Peasants known as **serfs** were bound to the land, owed labor and fees to the lord, and could not leave without permission, although they were not slaves and had customary rights. Free peasants and some paid laborers also existed. Improvements such as the heavy plow and the three-field rotation increased yields and supported population growth until about 1300.

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Key idea: feudalism vs manorialism

Feudalism is a political and military system: lord and vassal, land for service.

Manorialism is an economic and social system: lord and serf on the manor, labor for protection and land use.

Comparing states, c. 1200–1450

Compare on: who held power, how rule was justified, how resources were collected, and how religion and trade mattered.

Continuity: religions and agrarian economies persisted. Change: new Turkic and Mongol states, a more commercial Song economy, new American and African empires, and the Black Death.

The Catholic Church. The Roman Catholic Church was the most powerful institution in Western Europe. The pope in Rome claimed authority over bishops and kings; priests offered sacraments; monasteries preserved books and ran farms and schools; and church courts enforced canon law. The Church collected a tithe (a tenth of income) and owned vast lands. Universities such as Paris and Bologna grew from church schools, and thinkers like Thomas Aquinas reconciled Aristotle's logic with Christian doctrine. Jews lived in many towns but faced restrictions and recurring persecution. Christianity shaped art (Gothic cathedrals), daily life, and ideas of social order.

The Crusades. Beginning in 1095, Pope Urban II called Christians to retake Jerusalem from Muslim rule. The First Crusade captured Jerusalem in 1099, creating crusader states. Muslim leaders such as Saladin recaptured the city in 1187. In the Fourth Crusade (1204), crusaders sacked Christian Constantinople, deepening the split between Latin and Orthodox churches. Effects: increased contact with Muslim and Byzantine learning, greater demand for Asian luxury goods, wealth for Italian trading cities, and lasting hostility among religious groups.

The Byzantine Empire. The eastern Roman Empire survived with its capital at Constantinople, controlling trade between Europe and Asia. Its emperor claimed divine support and headed a centralized bureaucracy with a professional army; Greek was the language, and Eastern Orthodox Christianity (separated from Rome in the Great Schism of 1054) was the state religion. Justinian's legal code influenced European law. The empire was weakened by the Seljuk victory at Manzikert (1071), the crusader sack of 1204, and Ottoman advances, and fell in 1453.

City-states and trade. Italian cities, especially Venice, Genoa, and Florence, grew wealthy from trade and banking, and they governed themselves as city-states. In northern Europe, the Hanseatic League linked trading towns around the Baltic. Merchants, guilds, and townspeople formed a growing middle group that did not fit the lord-peasant-clergy model.

The Black Death. The plague (1347–1351), carried from Asia along trade routes by fleas on rodents, killed an estimated one-third or more of Europe's population. With fewer workers, surviving peasants demanded higher wages or left manors; some uprisings followed, such as the English Peasants' Revolt of 1381. Serfdom declined in Western Europe over time, though lords tried to resist. Attacks on Jewish communities, who were blamed for the disease, show how crisis fed persecution. The plague also struck the Islamic world and China, demonstrating how connected Afro-Eurasia had become.

Feature	Western Europe	Song China	Kamakura Japan
Government	Decentralized monarchies, feudal lords	Centralized bureaucracy	Shogun and samurai, emperor symbolic
Ideology	Catholic Christianity	Confucianism/Neo-Confucianism	Buddhism and warrior code
Labor	Serfs on manors	Free peasants, artisans	Peasants on estates
Trade	Italian city-states, Hanseatic towns	Large commercial cities	Limited, mostly regional

EXAMPLE 1: CAUSATION

Explain one effect of the Black Death on European society.

SOLUTION

Population fell sharply, creating labor shortages.

Surviving peasants could demand higher wages and better terms, and some left their manors.

Over time this weakened serfdom and the power of landlords, though lords sometimes tried to freeze wages and provoked revolts.

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EXAMPLE 2: COMPARISON

Compare the political organization of Western Europe and Song China.

SOLUTION

Similarity: both justified rule through religion or moral ideology and relied on elites to carry out government.

Difference: Europe was decentralized, with local lords bound by feudal loyalties and weaker kings; Song China was centralized, run by exam-selected bureaucrats serving an emperor.

Explanation: Europe's fragmentation followed the collapse of Roman and Carolingian authority, while China preserved and reinvented a bureaucratic system from the Tang.

Common mistakes

Do not treat serfs as slaves, and do not say all Europeans lived under feudalism. Do not date the Black Death to the Middle Ages generally; it arrived in 1347. Do not claim the Byzantine Empire was Roman Catholic; it was Orthodox.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Define feudalism and manorialism, and explain how they differed.
2. What were two effects of the Crusades?
3. Why was the Catholic Church so influential in medieval Europe?
4. Describe how the Black Death spread and one result.
5. How did Byzantium differ from Western Europe politically?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. In the manorial system, serfs were
 - (A) bound to the land and owed labor to a lord
 - (B) free tenants who could leave at will
 - (C) slaves bought and sold at markets
 - (D) members of the clergy
 - (E) vassals who held fiefs
7. Magna Carta (1215) is significant because it
 - (A) created a parliament in France
 - (B) limited the power of the English king
 - (C) ended serfdom
 - (D) united the Holy Roman Empire
 - (E) started the Crusades
8. Which was an economic consequence of the Black Death in Europe?
 - (A) Population grew rapidly
 - (B) Trade with Asia ended permanently
 - (C) Serfdom spread
 - (D) The Church lost all its land
 - (E) Wages for surviving workers rose
9. The Fourth Crusade's attack on Constantinople in 1204
 - (A) strengthened ties between Catholic and Orthodox churches
 - (B) captured Jerusalem
 - (C) ended the Hundred Years' War
 - (D) weakened the Byzantine Empire and deepened religious division
 - (E) was led by Saladin
10. Italian city-states such as Venice prospered mainly because they
 - (A) controlled feudal estates
 - (B) conquered Byzantium permanently
 - (C) served as intermediaries in Mediterranean and Asian trade
 - (D) followed Confucian principles
 - (E) had large serf populations

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SET C Apply and Extend

Write a developed response. Use specific evidence.

11. Explain the causes and consequences of political decentralization in Europe c. 1200-1450.
12. Compare feudalism in Europe with feudalism in Japan, and identify a limit of the comparison.

1.6 Multiple-Choice Practice: The Global Tapestry (c. 1200 to c. 1450)

Test your command of Unit 1 with twenty AP-style multiple-choice questions.

Choose the best answer. Questions cover East Asia, Dar al-Islam, South and Southeast Asia, the Americas, Africa, and Europe, with several stimulus-based items and comparisons.

SET A Core Concepts

Choose the best answer.

1. Which development most directly explains the growth of Song China's population?
(A) Spread of Theravada Buddhism
(B) Creation of the shogunate
(C) Conquest by the Mongols
(D) Adoption of Champa rice allowing multiple harvests
(E) Expansion of the mit'a system
2. The Song dynasty relied on which two methods to justify and maintain rule?
(A) Confucianism and an imperial bureaucracy
(B) Feudal oaths and the manor
(C) Sufism and the caliphate
(D) Tribute and quipu
(E) Monasticism and serfdom
3. Which pair of states most clearly adopted Chinese writing and Buddhism?
(A) Mali and Songhai
(B) The Inca and the Maya
(C) Srivijaya and the Chola
(D) The Mamluks and Seljuks
(E) Korea and Japan
4. The Seljuk Turks differed from the Abbasid caliphs in that the Seljuk leader held the title
(A) imam
(B) shogun
(C) sultan
(D) mansa
(E) Sapa Inca
5. The primary cause of the end of the Abbasid caliphate in 1258 was
(A) Black Death
(B) Mongol capture of Baghdad
(C) Crusader invasion
(D) Mamluk revolt
(E) Song conquest
6. Which statement about the Delhi Sultanate is most accurate?
(A) It was ruled by Hindu Rajputs
(B) It controlled the Strait of Malacca
(C) It was a Buddhist state
(D) It was ruled by Turkic Muslim elites over a mostly Hindu population
(E) It was founded by the Inca
7. The House of Wisdom is most closely associated with
(A) translation and scholarship in Abbasid Baghdad
(B) trade in the Indian Ocean
(C) Aztec priesthood
(D) Hanseatic commerce
(E) European feudalism

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SET B Applications and Data

Choose the best answer.

8. 'The king is chosen by God and descended from the sun. His people give him labor for the roads, farms, and mines.' This statement best describes which state?
(A) Mexica (B) Mali (C) Khmer (D) Inca (E) Ethiopia
9. Mansa Musa's pilgrimage to Mecca in 1324 most directly led to
(A) wider European and Islamic awareness of Mali's wealth
(B) the collapse of Mali
(C) the founding of Great Zimbabwe
(D) Mongol conquest of West Africa
(E) the Crusades
10. Which feature distinguishes Maya political organization from the Inca?
(A) Use of quipu
(B) A centralized road network
(C) Independent city-states rather than a single empire
(D) A Sapa Inca
(E) Mit'a labor
11. Which was a result of the Black Death in Western Europe?
(A) Serfdom spread (B) Wages rose as labor became scarce
(C) The Church gained power (D) Trade with Asia expanded
(E) Population grew
12. Which pairing of state and economic basis is correct?
(A) Khmer - Trans-Saharan gold (B) Great Zimbabwe - Silk Road silk
(C) Mali - Hanseatic League (D) Venice - cattle ranching
(E) Srivijaya - Strait of Malacca tolls
13. Which statement about feudalism in Europe and Japan is most accurate?
(A) Both relied on civil service exams (B) Both abolished warrior classes
(C) Both were ruled by caliphs (D) Both involved loyalty in exchange for land
(E) Both ended in 1200
14. The Swahili city-states are best described as
(A) independent trading ports where Bantu and Arab influences mixed
(B) inland agricultural empires
(C) a unified empire under one king
(D) Christian kingdoms
(E) Mongol conquests

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SET C Exam-Level Stretch

Choose the best answer.

15. A student states: 'In 1200, China was run by exam-selected officials, while England was run by landholding lords bound to the king by oaths.' Which statement best compares Song China and Western Europe c. 1200?
- (A) Both had unified empires
 - (B) Song China was centralized while Europe was politically fragmented
 - (C) Europe was more commercial than China
 - (D) Both lacked religion
 - (E) Song China was feudal while Europe used exams
16. Which development linked the Crusades to the growth of Italian city-states?
- (A) Italian cities banned trade
 - (B) Crusaders ended serfdom
 - (C) Italian cities were conquered by Mongols
 - (D) Crusaders demanded shipping and credit, and the cities profited
 - (E) Italian cities adopted Confucianism
17. The failure of the Mongol invasions of Japan in 1274 and 1281 is best explained by
- (A) Chinese tribute
 - (B) Black Death
 - (C) storms and Japanese defense
 - (D) Inca intervention
 - (E) Srivijaya's navy
18. Which statement best explains why Sufism succeeded in spreading Islam?
- (A) It required mastering Greek philosophy
 - (B) It was enforced by Mongol armies
 - (C) It rejected trade
 - (D) It was limited to Arabia
 - (E) It offered emotional, personal devotion adaptable to local customs
19. Which statement best identifies continuity in Afro-Eurasia from c. 1200 to c. 1450?
- (A) Religions such as Islam, Buddhism, and Christianity continued to shape society
 - (B) All empires collapsed
 - (C) Agriculture ceased to be the main economy
 - (D) Trade networks ended
 - (E) Feudalism spread to China
20. Which of the following is the best example of change over time in Europe after 1347?
- (A) Founding of the Roman Empire
 - (B) Decline of serfdom as labor became scarce
 - (C) Rise of the Inca
 - (D) Creation of the Abbasid caliphate
 - (E) Adoption of Neo-Confucianism

1.7 Free-Response Practice: The Global Tapestry (c. 1200 to c. 1450)

Practice the four main kinds of AP free-response tasks using Unit 1 content.

Each question is scored on specific points, such as a thesis, accurate evidence, use of documents, and complexity. Write your own response first, then compare it with the scoring points in the answers.

QUESTION 1 Short-Answer Set: Dar al-Islam

Use this paraphrased passage from a 13th-century chronicler: 'The caliph in Baghdad still receives honor in prayers, but the sultan commands the soldiers and collects the taxes. Scholars gather in the city's libraries to translate and debate, yet Mongol horsemen are said to be gathering in the east.'

1. (a) Identify one claim the passage makes about political power in Dar al-Islam.
2. (b) Explain one way in which the Seljuk Turks or another Turkic dynasty changed the Muslim world.
3. (c) Explain one way in which the Mongol conquest of Baghdad in 1258 affected Dar al-Islam.

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QUESTION 2 Document-Based Practice: Trade and State Power

Use Documents 1-3 (paraphrased) to answer. Document 1, a Muslim traveler on the Mali Empire: the sultan's gold is plentiful, justice is strictly enforced, and travelers can cross the realm safely. Document 2, a Chinese official on Song commerce: the capital's markets stay open late, paper notes are used for large payments, and ships carry porcelain overseas. Document 3, a Swahili coast visitor: the stone town of Kilwa has merchants from Arabia and India who trade gold and ivory for cloth and beads. Prompt: Evaluate the extent to which trade strengthened states in Afro-Eurasia between c. 1200 and c. 1450.

4. (a) State a defensible thesis that responds to the prompt.
5. (b) Describe how two of the documents support your argument, and identify one source limitation (point of view, purpose, or audience).
6. (c) Use one piece of outside evidence not in the documents to support your thesis.
7. (d) Explain one way trade could weaken or challenge a state.

QUESTION 3 Long Essay: Continuity and Change

Prompt: Evaluate the extent to which political and religious institutions changed or stayed the same in Europe or in East Asia from c. 1200 to c. 1450. Choose ONE region. Scaffold: begin with a thesis that has a claim, a line of reasoning, and a counter-claim, such as 'Although X changed because of Y, Z remained constant.'

8. (a) Write a thesis (1-2 sentences) for your chosen region.
9. (b) List three pieces of specific evidence and indicate whether each shows continuity or change.
10. (c) Describe the historical context that frames your argument.
11. (d) Write the complexity sentence that qualifies your thesis.

QUESTION 4 Comparison Task: State Building

Prompt: Compare the processes of state formation in TWO of the following: the Inca, Mali, Song China, or feudal Japan. Use the scaffold: similarity, difference, and an explanation of why.

12. (a) Name the two states and write a comparison thesis.
13. (b) Identify one similarity with evidence from both states.
14. (c) Identify one difference with evidence from both states.
15. (d) Explain one cause for the difference.

Answers Unit 1: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

1.1 East Asia: China and Neighbors**SET A • CHECK YOUR UNDERSTANDING**

1. The Song used Confucianism as the ideology that explained why a virtuous ruler and educated officials deserved obedience, and an imperial bureaucracy chosen through civil service exams to administer taxes and laws. Together they gave the dynasty legitimacy and day-to-day control.
2. Champa rice ripened early and tolerated dry conditions, so farmers could plant two crops a year and farm more land. More food supported larger families and cities, helping China's population exceed 100 million.
3. Neo-Confucianism, associated with Zhu Xi, added metaphysical ideas about the nature of the universe and self-cultivation borrowed from Buddhism and Daoism. Earlier Confucianism focused mostly on ethics and social relationships.
4. It was a system in which foreign rulers sent envoys with gifts and acknowledged Chinese superiority. In return they received valuable gifts, recognition of their legitimacy, and access to Chinese markets.
5. Both Korea and Japan adopted Chinese writing and Buddhism, and Korea also adopted Confucian ethics and civil service exams. This shows how Chinese cultural traditions spread to neighboring regions.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. D. Early-ripening Champa rice allowed multiple harvests. The tributary system affected diplomacy, not farm output, and the Great Wall predated the Song.
7. A. The Tang had established exams and a bureaucracy that the Song expanded. Qin was too early and relied on Legalism; the Yuan came after the Song.
8. C. Commerce boomed, yet Confucian values ranked scholars first, so rich families sought status through education and land. The ruling-class option confuses wealth with rank.
9. E. Feudal ties of land for loyalty defined the warrior order. Exams belonged to China's bureaucracy, the tempting wrong answer.
10. B. Mahayana dominated China and its neighbors. Theravada was strong in Sri Lanka and mainland Southeast Asia, so those pairings are reversed.

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SET C · APPLY AND EXTEND

11. Model response: (1 pt) Change: the economy grew more commercialized, with paper money and large urban markets. (1 pt) Change: agricultural and manufacturing productivity rose through Champa rice and expanded iron and steel production. (1 pt) Continuity: labor still depended on free peasants and artisans, and Confucian ideals still ranked merchants below scholars. Strong answers link innovations to population and urban growth (Kaifeng, Hangzhou).
12. Model response: (1 pt) Thesis: China shaped neighbors profoundly in writing, religion, and ideas, but each adapted these to local needs. (1 pt) Evidence of influence: Chinese characters, Confucian ethics, Buddhism, tribute relations. (1 pt) Evidence of limits: Japan developed kana and a samurai feudal order, Vietnam kept independence and resisted Chinese and Mongol armies, Korea kept an aristocracy. (1 pt) Complexity: influence was cultural more than political, and it varied by state.

1.2 Dar al-Islam**SET A · CHECK YOUR UNDERSTANDING**

1. Distant governors and military commanders took independent control, caliphs relied on Turkic soldiers who became powerful, and outside invasions further weakened Baghdad. The caliph kept religious prestige but lost real authority.
2. The split began over who should lead after Muhammad died in 632. Sunnis accepted community-chosen caliphs, while Shia believed leadership belonged to Ali and Muhammad's descendants.
3. Sufis were mystics who emphasized personal experience of God and often blended local customs with Islamic practice. Their approachable style helped win converts in regions such as South Asia, Southeast Asia, and Africa.
4. It was a scholarly center in Abbasid Baghdad where Greek, Persian, and Indian texts were translated into Arabic and studied. It preserved knowledge and encouraged new work in mathematics, medicine, and astronomy that later reached Europe.
5. Caravanserais gave merchants lodging along routes, and shared Islamic law and the Arabic language made contracts and credit easier to trust across regions.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The Seljuks entered Baghdad in 1055 as sultans under the caliph. The Mongols ended the caliphate in 1258, and the Mamluks ruled Egypt.
7. C. Hulegu's forces captured Baghdad in 1258. Ain Jalut (1260) was a Mamluk victory over the Mongols that came afterward.
8. E. Traders and Sufi teachers carried Islam along commercial routes. Conquest explains Islam's early expansion but not these distant regions.
9. D. Translations in cities like Toledo moved works from Arabic into Latin. The other options contradict the evidence of exchange.
10. A. Seljuk, Mamluk, Delhi, and other states were politically separate yet culturally linked. The Arab-only option fails because many rulers were Turkic.

SET C · APPLY AND EXTEND

11. Model response: (1 pt) Cause: Abbasid fragmentation as governors and Turkic soldiers gained power. (1 pt) Cause or effect detail: the Seljuks took Baghdad in 1055 and used the title sultan. (1 pt) Effect: Mamluk and Delhi sultanates expanded Muslim rule and defended or spread Islam. (1 pt) Effect: Mongol invasions in 1258 and Ain Jalut show a continuing struggle for control of Dar al-Islam; Islam continued to spread through merchants and Sufis.
12. Model response: (1 pt) Thesis with a judgment, for example that rulers largely supported scholarship despite disruptions. (1 pt) Evidence: House of Wisdom translations, al-Khwarizmi, Ibn Sina, al-Tusi. (1 pt) Evidence of transfer: Spain to Europe, preservation of Greek philosophy. (1 pt) Limits or complexity: the Mongol sack of Baghdad destroyed libraries, yet patronage continued in Persia and Cairo.

1.3 South and Southeast Asia**SET A · CHECK YOUR UNDERSTANDING**

1. It was a series of Turkic Muslim dynasties ruling much of northern India from 1206. They used military governors, Persian-style administration, and taxes on land and non-Muslims, while most subjects remained Hindu.
2. It formed in 1336 in the Deccan as a Hindu kingdom able to resist expansion of northern sultanates. Its capital Hampi had temples and markets, and it traded with Muslim merchants.
3. Nearly all sea trade between India and China passed through the strait. By controlling it, Srivijaya could tax ships and gain wealth, and it became a center of Buddhist learning.
4. Both emphasized personal devotion and emotional connection to God over strict ritual, and both used local languages, poetry, and music. This made them attractive to ordinary people and softened divisions between Hindus and Muslims.
5. Seasonal winds reversed direction, allowing ships to sail one way for part of the year and return in another. Merchants timed voyages to them, so goods and ideas moved predictably between East Africa, India, and Southeast Asia.

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SET B • EXAM-STYLE MULTIPLE CHOICE

6. D. Suryavarman II built Angkor Wat for Vishnu. Later Khmer rulers like Jayavarman VII turned toward Buddhism, which makes Buddhism a tempting but wrong answer.
8. B. Bhakti emphasized love of a personal god and often ignored caste barriers. It is not Buddhist monasticism.
10. C. Delhi's rulers were Turkic Muslims and used Persian culture. The Chola were Hindu rulers of south India.
7. A. Merchants and Sufis converted local elites through commerce. The Delhi Sultanate did not conquer Southeast Asia.
9. E. Its location let it tax Indian Ocean shipping. Chinese conquest never occurred.

SET C • APPLY AND EXTEND

11. Model response: (1 pt) Religion legitimized rulers: Khmer divine kingship and temples, Chola Shiva temples, Delhi sultans as defenders of Islam. (1 pt) Economic control: Srivijaya tolls on Malacca, Chola and Vijayanagara trade, Khmer rice reservoirs. (1 pt) Military force: Delhi's governors and Rajput resistance; Chola naval raids. (1 pt) Adaptation of outside ideas, for example Persian administration in Delhi or Indian religion in Southeast Asia.
12. Model response: (1 pt) Thesis with a clear judgment (diffusion was important but local adaptation mattered). (1 pt) Evidence of diffusion: Islam via merchants and Sufis, Indian religion in Khmer and Majapahit, Persian in Delhi. (1 pt) Evidence of local adaptation or continuity: bhakti in regional languages, Theravada Buddhism in Sukhothai and Sri Lanka, most Indians remaining Hindu. (1 pt) Nuance or counterargument: trade networks in the Indian Ocean spread ideas, but states chose what to adopt.

1.4 State Building in the Americas and Africa**SET A • CHECK YOUR UNDERSTANDING**

1. The Maya were organized as independent city-states, each with its own king, and never unified into one empire. The Inca created a single large empire governed from Cusco by a Sapa Inca.
2. Conquered peoples sent goods, food, cloth, and captives to Tenochtitlan while keeping local leaders. It fed the capital and funded the elite and army but created resentment among subjects.
3. Roads allowed armies and messengers to move quickly across rugged terrain, and quipu recorded census, labor, and storage data. Together they let a small elite manage a vast empire.
4. His 1324 hajj displayed Mali's gold wealth, spread its fame to the Mediterranean world, and strengthened ties to Islam and Muslim scholars. It also helped bring architects and learning to Timbuktu.
5. Both were involved in the Indian Ocean trade network: Great Zimbabwe supplied gold and ivory that reached Swahili ports, which then shipped them to Arabia, India, and China.

SET B • EXAM-STYLE MULTIPLE CHOICE

6. D. Communities supplied rotating labor to the state. Tribute in goods is the Mexica pattern.
8. A. Cahokia was a major mound-building city in the Mississippi valley. The other options belong to different regions.
10. C. Ethiopia's rulers and church were Christian, giving it a distinct religious identity. Swahili states were Muslim trading ports.
7. B. Chinampas fed the city on its lake. Rock churches belong to Ethiopia and stone walls to Great Zimbabwe.
9. E. Taxation of trade supported Mali's rulers. It was a West African state with Muslim rulers.

SET C • APPLY AND EXTEND

11. Model response: (1 pt) Identification of a specific state and religious claim, for example the Sapa Inca as descended from the sun or Mexica rulers as servants of Huitzilopochtli. (1 pt) Explanation of how this legitimized authority or justified conquest, such as sacrifice demonstrating dominance. (1 pt) A second example, such as Mali's mansa using Islam and pilgrimage to gain prestige, or Ethiopia's Solomonic dynasty claiming biblical descent. (1 pt) Clear explanation of effect.
12. Model response: (1 pt) Thesis comparing both. (1 pt) Similarity, for example both relied on agriculture or trade and used religion to justify rulers. (1 pt) Difference, for example Inca labor system versus Mali trade-based taxation. (1 pt) Specific evidence from each (roads, quipu, gold-salt, Timbuktu).

1.5 Europe and Comparison of States**SET A • CHECK YOUR UNDERSTANDING**

1. Feudalism was a political and military system of lord-vassal ties in which land was exchanged for service. Manorialism was an economic system in which serfs worked a lord's land and received protection, so one governs power and the other organizes labor.
2. Contact with Muslim and Byzantine cultures increased trade and learning in Europe, and Italian cities profited by supplying and shipping crusaders. The crusades also deepened religious hostility and, after 1204, divided Catholics and Orthodox.
3. It controlled lands, collected tithes, ran monasteries and schools, and provided sacraments seen as necessary for salvation. Its courts and its claim of papal authority gave it power alongside kings.
4. The plague traveled along trade routes from Asia on ships and caravans, carried by fleas on rodents. It killed a large share of the population and created labor shortages that raised wages.
5. Byzantium kept a centralized empire under an emperor with a bureaucracy and Orthodox church, while Western Europe was divided among feudal lords and weak kings under a separate Catholic church.

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SET B • EXAM-STYLE MULTIPLE CHOICE

6. A. Serfs owed labor and could not leave. Vassals were nobles bound by feudal oaths.
8. E. Labor scarcity increased worker bargaining power. Serfdom weakened rather than spread.
10. C. Their location and ships tied Europe to Eastern goods. Large serf-based estates characterized rural regions, not trading cities.
7. B. Nobles forced King John to accept legal limits. It did not end serfdom.
9. D. Crusaders sacked a Christian city, harming Byzantium. Saladin was a Muslim leader.

SET C • APPLY AND EXTEND

11. Model response: (1 pt) Cause: collapse of strong central authority after Rome and Carolingian rule, and need for local defense. (1 pt) Description of feudalism and manorialism as systems that arose. (1 pt) Consequence: weak kings, powerful nobles and church, limits on monarchy such as Magna Carta. (1 pt) Consequence: slow growth of centralized monarchies through events like the Hundred Years' War.
12. Model response: (1 pt) Similarity: both involved land granted for loyalty and military service. (1 pt) Specific evidence, such as European knights and vassals versus Japanese samurai and daimyo. (1 pt) Difference: Japan's shogun ruled in the emperor's name, while European lords were tied to a Catholic church and kings; samurai were bound by a warrior code. (1 pt) Limit: neither system was identical, and in Europe serfs were bound to the land by manorialism.

1.6 Multiple-Choice Practice: The Global Tapestry (c. 1200 to c. 1450)**SET A • CORE CONCEPTS**

1. D. Early-ripening rice raised food supply. Mongol conquest came at the end of the Song and did not feed growth.
3. E. Korea and Japan borrowed Chinese characters and religion. The Chola and Srivijaya looked to India.
5. B. Hulegu's army sacked Baghdad. The Mamluks later stopped the Mongols in 1260.
7. A. It was a center for translating and developing knowledge. Trade centers were different institutions.
2. A. Confucian ideology and exam-selected officials were central. Feudal oaths characterize Europe and Japan.
4. C. The Seljuk leader was a sultan who held power while the caliph held religious prestige. Mansa was a Mali title.
6. D. Turkic Muslims governed northern India, where most subjects remained Hindu. Rajputs resisted the sultanate.

SET B • APPLICATIONS AND DATA

8. D. Sun descent and labor service (mit'a) mark the Inca. The Mexica collected tribute in goods rather than labor.
10. C. The Maya never unified. Quipu and mit'a were Inca institutions.
12. E. Srivijaya profited from controlling a strategic strait. Khmer wealth came from rice and irrigation.
14. A. They were ports linked by monsoon trade. They were not unified under one ruler.
9. A. The display of gold made Mali famous. The pilgrimage did not cause collapse.
11. B. Fewer workers meant better bargaining power. Serfdom weakened rather than spread.
13. D. Land-for-service ties were central in both. Civil service exams belonged to China.

SET C • EXAM-LEVEL STRETCH

15. B. China had an imperial bureaucracy; Europe had decentralized feudal monarchies. The commerce option reverses the real picture, since Song China was highly commercial.
17. C. Typhoons destroyed Mongol fleets, helping Japanese defenders. Black Death came later.
19. A. Religious traditions persisted. Agriculture remained the main economic base.
16. D. Venice and Genoa carried and financed crusaders and gained trade rights. The other options have no support.
18. E. Sufis were flexible and approachable. Conquest alone does not explain conversion in South and Southeast Asia.
20. B. The Black Death weakened serfdom. The others are in other regions or earlier.

1.7 Free-Response Practice: The Global Tapestry (c. 1200 to c. 1450)**QUESTION 1 • SHORT-ANSWER SET: DAR AL-ISLAM**

1. 1 point: The passage claims that the caliph retained religious prestige while a sultan held real military and fiscal power, showing the Abbasid caliphate had fragmented.
2. 1 point: The Seljuks entered Baghdad in 1055 and ruled as sultans, bringing Turkic military leadership to the Muslim heartland and expanding into Anatolia, which altered the balance with the Byzantine Empire. Acceptable alternatives: Mamluk rule in Egypt or the Delhi Sultanate in India.
3. 1 point: The sack ended the Abbasid caliphate, destroyed libraries, and shifted power to Cairo under the Mamluks, who defeated the Mongols at Ain Jalut in 1260; later Mongol rulers in Persia converted to Islam, showing continuity of Muslim culture.

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QUESTION 2 · DOCUMENT-BASED PRACTICE: TRADE AND STATE POWER

4. 1 point: A defensible thesis, for example: Trade strengthened states greatly by supplying revenue and prestige, but it also made them vulnerable to outside shocks. A restatement of the prompt earns no credit.
5. 2 points: Accurate use of two documents, e.g., Document 1 shows Mali's gold wealth and security under strong rule; Document 2 shows Song paper money and export trade expanding the economy. 1 point for a limitation, such as Document 1's author being an outside Muslim traveler who may praise a fellow Muslim ruler.
6. 1 point: Outside evidence such as Mansa Musa's pilgrimage, Srivijaya's control of the Strait of Malacca, or Italian city-states growing wealthy.
7. 1 point: Complexity, for example the Black Death traveled the same trade routes, or Mongol disruption of trade damaged Baghdad; reliance on trade can also create dependence on merchants.

QUESTION 3 · LONG ESSAY: CONTINUITY AND CHANGE

8. 1 point: A thesis that states a position and a line of reasoning. Model (Europe): Although the Black Death weakened serfdom and strengthened monarchs, the Catholic Church and decentralized feudal politics largely endured.
9. 2 points for specific evidence. Model: Continuity - papal authority, monasteries, universities; change - labor shortage after 1347 raised wages, Hundred Years' War strengthened kings, peasants' revolt 1381. (East Asia alternative: continuity of Confucian bureaucracy and tribute system; change in Song commercialization and Mongol conquest in 1279.)
10. 1 point: Context such as the end of Roman and Carolingian central authority in Europe, or Tang collapse and Song reunification in East Asia.
11. 1 point: A sentence recognizing nuance, e.g., Church unity persisted but the Great Schism and crusader conflicts show internal division, or that changes occurred unevenly across Europe.

QUESTION 4 · COMPARISON TASK: STATE BUILDING

12. 1 point: Names two states and makes a comparative claim, e.g., Both Mali and the Inca built states by controlling valuable resources, but Mali relied on trade taxes while the Inca organized labor.
13. 1 point: A valid similarity supported by both, e.g., both used religion to legitimize rulers (Mansa Musa as a Muslim pilgrim; Sapa Inca as child of the sun).
14. 1 point: A valid difference with evidence, e.g., Mali taxed trans-Saharan gold-salt trade, while the Inca used mit'a labor, roads, and quipu.
15. 1 point: A cause tied to geography or economy, e.g., Mali sat on commercial routes through the Sahel, while the Andes demanded terraced agriculture and coordinated labor across vertical zones.

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Unit 2: Networks of Exchange (c. 1200 to 1450).

7 sections with explanations and worked examples, then 94 practice problems. Answers and full explanations are at the end of the chapter.

2.1 The Silk Roads

Learn how routes, goods, technology, and credit made the Silk Roads an engine of exchange and change, and what spread along them.

Between 1200 and 1450, the **Silk Roads** were not one road but a web of overland and linked sea routes running from China across Central Asia and Persia to the Mediterranean and the Black Sea. Goods, ideas, technologies, and diseases moved along them. This lesson explains why trade on these routes grew, what moved, and how it changed the societies it touched.

Routes and trading cities. The main overland paths left Chang'an and other Chinese cities, passed through the oases of the Tarim Basin, and split around deserts and mountains. Oasis and crossroads cities such as **Kashgar** and **Samarkand** grew rich by supplying travelers, taxing goods, and hosting workshops and markets. Few merchants traveled the whole length. Goods passed hand to hand through many middlemen, each adding a markup, so the route functioned as a relay rather than a single journey.

Goods. Demand for luxury goods rose across Afro-Eurasia. Chinese, Persian, and Indian artisans expanded production of silk, cotton and other textiles, and porcelain for export, and iron and steel manufacture expanded in China. Other traffic included tea, spices, paper, horses, jewels, and glass. Notice that luxury goods carried the highest profit per load, which is why they paid for the expense and risk of long-distance travel.

Why trade grew: technology and commercial practices. Two kinds of improvement increased the volume and range of trade. First, transportation innovations: the **caravanserai**, a fortified roadside inn with water, fodder, and storage, gave caravans safe stops at regular intervals, and pack animals such as Bactrian camels handled desert and mountain stretches. Second, commercial innovations lowered the risk of carrying coins. **Bills of exchange** let a merchant deposit money in one city and collect it in another. Banking houses extended credit and held funds, and several states, notably Song China and later Mongol-ruled China, issued **paper money**. Together these developments built money economies in which more people bought and sold for cash or credit.

Key idea: causes of growth in trade

Safer, faster travel (caravanserai, pack animals, stable empires) plus easier payment (credit, bills of exchange, paper money) raised the volume of trade and extended the range of existing routes.

Result: new, powerful trading cities and larger state revenues.

Religion and culture. Merchants and missionaries traveled together. Buddhism had earlier spread from India into Central Asia and China along these routes, and monasteries along the way housed and financed travelers. After 1200, **Islam** continued to spread through Central Asia as Muslim merchants and Sufi teachers settled in oasis cities and Turkic peoples converted. Christians (such as Nestorians) and Manichaeans also lived in trading towns. Merchants carried and shared practices, so cities along the roads became religiously mixed.

Technological and intellectual transfer. Chinese paper and techniques for making it moved west, and gunpowder knowledge and the compass also spread in this period. Greco-Islamic medical knowledge and Hindu-Arabic numerals traveled to western Europe, where they transformed medicine and accounting. Peoples also borrowed writing: the Mongols later adopted the Uyghur script, a transfer that happened along these Central Asian paths.

Disease. People are not the only things that travel. Crowded caravan stops and trading cities were ideal for infections, and in the 1300s the bubonic plague moved along trade routes and ports.

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Effects on states and societies. Rulers who controlled the routes taxed trade and protected merchants, because the income paid armies and courts. Song China's commercial economy, the Abbasid Caliphate's markets and its center at Baghdad, and later the Mongol khanates all benefited. Merchants gained wealth and status in many places, yet they often ranked low in Confucian thinking, so their position varied by society. Cities rose and fell with the routes: when a route was dangerous or a state collapsed, trade shifted and cities declined, so urban fortunes were closely tied to politics.

Feature	Example	Effect on trade
Fortified rest stops	Caravanserais	Safer travel, longer routes
Credit and exchange	Bills of exchange, banking houses	Less need to carry coin
Paper money	Song and Yuan China	Easier large transactions
Crossroads cities	Kashgar, Samarkand	Wealth, taxation, cultural mixing
Luxury production	Textiles, porcelain, steel	Greater demand and export

EXAMPLE 1: EXPLAINING A CAUSE

Explain ONE way that commercial practices contributed to increased trade on the Silk Roads between 1200 and 1450.

SOLUTION

Identify a practice: bills of exchange allowed merchants to deposit funds in one city and withdraw them in another.

Explain the link: merchants no longer had to carry heavy coin through dangerous deserts, so theft risk fell and fewer merchants were deterred.

Connect to the outcome: with lower risk and easier payment, more merchants invested in long-distance trips, raising the volume of trade.

EXAMPLE 2: CONTEXTUALIZATION

A historian claims that the Silk Roads promoted the growth of powerful new trading cities. Identify a historical context that helps explain the claim.

SOLUTION

Name the context: demand for luxury goods grew in Song China, the Abbasid world, and elsewhere while stable states protected routes.

Show why it matters: cities such as Samarkand and Kashgar sat where routes met, so rulers and merchants gained taxes and markets from the surge in demand.

Tie back to the claim: more demand and safer travel meant more goods stopped in these cities, so they grew rich and powerful.

Common mistakes

Do not say that traders traveled the whole Silk Road or that it was a single paved road. Goods moved through relays of middlemen. Also avoid describing the Silk Roads as only trading silk: religion, disease, crops, technology, and ideas moved too. On exam questions, name a specific route city, technology, or commercial practice rather than saying 'trade increased.'

Key terms

Caravanserais: fortified roadside inn serving caravans.

Bill of exchange: written order to pay money in another place; reduces need to carry coin.

Money economy: economy in which goods and labor are exchanged mainly for money or credit.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Describe the geography of the Silk Roads between 1200 and 1450.
2. Identify TWO luxury goods exported along the Silk Roads and the region that produced each.
3. Explain how the caravanserais encouraged trade.
4. Explain how forms of credit and paper money changed commerce.
5. Name TWO ideas or technologies that diffused along Eurasian trade routes and one effect of each.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly reduced the risk of long-distance Silk Road trade after 1200?
(A) Introduction of Buddhism to China
(B) The invention of the lateen sail
(C) Expansion of bills of exchange and banking houses
(D) The decline of Central Asian oasis cities
(E) The adoption of the Uyghur script
7. The growth of Samarkand and Kashgar is best explained by
(A) their position at crossroads where goods were exchanged and taxed
(B) their control of Atlantic shipping
(C) the building of canals connecting them to the Nile
(D) a ban on foreign merchants
(E) the replacement of caravans with steamships
8. A caravanserai was best described as
(A) a Mongol postal relay station
(B) a Buddhist monastery in China
(C) a type of bill of exchange
(D) a Persian trading company
(E) a fortified inn for traveling caravans
9. Which statement about Silk Road trade is most accurate?
Stimulus: A merchant in Kashgar buys silk from a trader who bought it from another trader in a western Chinese city.
(A) Most merchants traveled from China to Europe themselves
(B) Goods typically passed through many intermediaries
(C) Governments forbade all trade in textiles
(D) Trade used only one fixed road
(E) Only coin was accepted
10. Which effect of Silk Road trade is best supported by the diffusion of Hindu-Arabic numerals to Europe?
(A) The end of money economies
(B) Decline of Islamic learning
(C) Growth of nomadic empires only
(D) Cultural and intellectual exchange
(E) Collapse of Chinese industry
11. Which was a consequence of the spread of Islam along Central Asian trade routes?
(A) Merchants and Sufi teachers settled in oasis cities and attracted converts
(B) Buddhism was banned throughout Eurasia
(C) Chinese dynasties adopted Islam
(D) Trade routes were closed
(E) Cities lost trade

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SET C Apply and Extend

Write a short, evidence-based response to each prompt.

12. Explain TWO ways that innovations in transportation or commercial practices expanded Silk Road trade between 1200 and 1450, and describe ONE effect on a city or state.
13. Evaluate the extent to which Silk Road exchange changed religious life in Central Asia and China. Use specific evidence.

2.2 The Mongol Empire

Understand how Mongol conquests created and then fragmented a vast empire, and how Mongol rule changed trade, culture, and states across Eurasia.

In the early 1200s, a confederation of steppe herders created the largest contiguous land empire in history. The **Mongol Empire** reshaped the governments of Eurasia, linked its trade networks, and carried technologies and diseases across thousands of miles. This lesson covers who the Mongols were, how they ruled, and what they changed.

Rise and conquests. Temujin united the Mongol and neighboring tribes through war and alliance and was proclaimed **Genghis Khan** (universal ruler) in 1206. He reorganized his army into decimal units of tens, hundreds, and thousands, promoted officers for talent rather than birth, and used superb horse archers and, as the empire grew, Chinese and Persian siege engineers. Before his death in 1227 he had defeated the Jin in northern China and Central Asian Muslim states. His successors pushed on: Ogedei's armies completed the conquest of the Jin (1234), Batu overran the Rus principalities (including Kiev, 1240) and raided into Poland and Hungary, and Hulegu captured and sacked Baghdad in 1258, ending the Abbasid Caliphate. Mongol expansion was halted at Ain Jalut in 1260 by the Egyptian Mamluks, and fleets sent against Japan in 1274 and 1281 failed.

Administration. Mongol rule combined harsh punishment of resistance with practical tolerance of those who submitted. Genghis Khan promulgated a law code, the Yassa, and rulers generally allowed conquered peoples to keep their religions. The Mongols used literate foreign administrators, adopted the **Uyghur script** to write Mongolian, and relied on a relay postal system (the yam) with stations and travel passes (paiza) so officials and messengers could cross the empire quickly. Tribute and taxes flowed to the khans, who also protected merchants. Mongol women, who managed herds and households, held far more public influence than women in most settled societies, and elite Mongol women sometimes acted as regents.

Fragmentation into khanates. After Mongke's death (1259) the empire divided into four large successor states, whose rulers mostly adapted to local cultures. The **Yuan dynasty** in China was founded by Kublai Khan (1271) and conquered the Song in 1279. The **Ilkhanate** ruled Persia and Iraq; its rulers converted to Islam by the late 1200s and patronized Persian culture. The **Golden Horde** controlled the steppe north of the Black Sea and ruled Russia indirectly: Rus princes collected tribute for the khan, and Moscow gained power in the process. The **Chagatai Khanate** held Central Asia.

Khanate	Region	Notable features
Yuan	China and Mongolia	Kublai Khan; Beijing capital; paper money; Mongols ranked above Chinese; ended 1368
Ilkhanate	Persia, Iraq	Islam adopted; Persian-Mongol culture; collapsed in the 1330s
Golden Horde	Russian steppe	Rus princes paid tribute; later Islam; Moscow rose
Chagatai	Central Asia	Mixed nomad and settled rule; Islamized over time

Key idea: Pax Mongolica

Pax Mongolica: the relative peace and security across Mongol-ruled Eurasia (roughly the 1200s to mid-1300s) that let merchants, envoys, and travelers cross the continent with lower risk.

It resulted from unified political control of the routes, patrols, the yam, and standard protections for merchants.

Impact on trade and communication. Because one political order covered much of the Silk Roads, tolls and robbery declined and more travelers moved between China, Persia, and Europe, including Marco Polo, Ibn Battuta, and Christian envoys. Conquered merchants were drawn into Mongol trade networks. The Mongols supported merchants, issued paper money in China, and moved skilled artisans and engineers around the empire. These interregional contacts encouraged technology and culture transfers: gunpowder, printing, and Chinese medicine moved west, while Persian astronomy, mathematics, and cuisine influenced the east.

Disease. The same connectivity carried the bubonic plague. Fleas on rats and marmots could ride in caravans and ships, and the pandemic of the 1340s killed enormous numbers across Eurasia and North Africa. Historians debate how much the Mongol armies themselves spread it, but the networks they integrated clearly eased its diffusion.

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Key terms

Khanate: a territory ruled by a khan; the Mongol Empire split into the Yuan, Ilkhanate, Golden Horde, and Chagatai khanates.

Yam: Mongol relay postal system with stations and fresh horses.

Yuan dynasty: Mongol rule of China founded by Kublai Khan (1271-1368).

Decline. The khanates faced succession quarrels, rising costs, and rebellions. The Yuan lost power to peasant revolts and the Ming dynasty replaced them in 1368; the Ilkhanate disintegrated after 1335; the Golden Horde weakened under Timur's attacks and splintered, and Moscow stopped paying tribute by 1480. Meanwhile, plague and fiscal strain weakened rulers. After the Mongols, new states arose: Ming China, Russia under Moscow, and later gunpowder empires such as the Ottomans.

EXAMPLE 1: CONTINUITY AND CHANGE

Identify ONE way that the Mongol Empire represented continuity and ONE way it represented change in Eurasian history.

SOLUTION

Continuity: the Mongols used and protected existing Silk Road trade routes and kept many local administrators and religions, so earlier commerce and cultures continued.

Change: they unified more of Eurasia under one rule than any earlier empire, lowering travel risk and speeding diffusion of technologies like gunpowder and of diseases.

Label each clearly with evidence; the exam rewards a specific example for each side.

EXAMPLE 2: CAUSE AND EFFECT

Explain how Mongol rule affected Russia.

SOLUTION

Start with the event: Batu's conquest of the Rus principalities in 1240 placed them under the Golden Horde.

Describe rule: Rus princes governed locally but had to collect and deliver tribute and accept the khan's authority.

Effect: Moscow's princes grew powerful as tribute collectors, which later helped them lead Russian unification and end tribute around 1480.

Common mistakes

Do not describe the Mongols only as destroyers or only as peacemakers. Both were true: conquest was brutal, yet the rule that followed protected trade. Do not confuse the khanates (Yuan, Ilkhanate, Golden Horde, Chagatai) or say the Mongols forced conversion; they were generally tolerant, though several khanates later adopted Islam.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Who was Genghis Khan and what made his army effective?
2. Name the four main Mongol khanates and one region ruled by each.
3. Explain what historians mean by Pax Mongolica.
4. Describe ONE way the Mongols administered a large, diverse empire.
5. Explain why the Mongol Empire declined in China and Persia.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which of the following best describes the effect of the Mongol conquests on Eurasian trade?
(A) They closed the Silk Roads by destroying Central Asian cities permanently
(B) They ended the use of paper money
(C) They shifted trade entirely to the Atlantic
(D) They increased security on long-distance routes by unifying large areas under one rule
(E) They banned foreign merchants
7. The 1258 sack of Baghdad ended which institution?
(A) The Abbasid Caliphate (B) The Song dynasty (C) The Delhi Sultanate
(D) The Byzantine Empire (E) The Ming dynasty
8. Russian princes under the Golden Horde were most responsible for
(A) running the yam in Persia
(B) converting the Mongols to Buddhism
(C) collecting and delivering tribute to the khan
(D) building Ming fleets
(E) governing the Yuan court
9. Which statement about Mongol rule is most accurate?
(A) Mongols forced conversion to Shamanism
(B) Mongols usually tolerated the religions of those they conquered
(C) Mongols rejected all foreign advisors
(D) Mongols never used writing
(E) Mongols avoided cities
10. The Mongols' adoption of the Uyghur script is best seen as an example of
(A) technological and cultural transfer (B) environmental adaptation
(C) a ban on literacy (D) the end of nomadism
(E) religious conversion to Islam

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

11. Explain TWO ways the Mongol Empire influenced Eurasian trade and communication, and ONE way it encouraged technological or cultural transfer.
12. Compare the experience of Russia under the Golden Horde with China under the Yuan dynasty. Identify one similarity and one difference.

2.3 Indian Ocean Trade

See how monsoons, ships, and merchants built an ocean-wide system of exchange and new trading states.

The Indian Ocean was the busiest maritime trading zone in the world between 1200 and 1450. It linked East Africa, Arabia, Persia, India, Southeast Asia, and China in a single seasonal system. This lesson explains how environmental knowledge and ship technology made it work, which states and cities profited, and how cultures mixed.

Monsoon winds. Long-distance sailing depended on environmental knowledge. In the **monsoon** system, winds blow from the southwest in summer and from the northeast in winter. Sailors left East Africa or Arabia for India on the winter winds and returned on the summer ones; ships from China and Southeast Asia used the same rhythm. Merchants had to know the season, because missing the wind meant waiting months in a foreign port. That waiting created permanent merchant quarters in port cities.

Technology. Several innovations expanded the range and volume of trade. The **dhow**, an Arab and Indian vessel, carried goods across the western ocean; the **lateen sail**, a triangular sail, let ships sail partly into the wind and use monsoons more flexibly. Navigators used the **compass**, developed in China, and the **astrolabe**, refined in the Islamic world, to find direction and latitude. Chinese shipbuilders built large, multi-masted junks with watertight compartments and sternpost rudders that carried far more cargo than older craft. These were improvements to existing transport technologies, not wholly new routes.

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Key idea: why the Indian Ocean grew

Environmental knowledge (monsoons) + larger ships + navigation tools (compass, astrolabe) + merchant networks = more trade over a wider range.

The network fostered the growth of new trading states and cities.

Trading cities and states. Three groups of ports illustrate state growth. On the **Swahili Coast** of East Africa, city-states such as Kilwa, Mombasa, and Mogadishu exported gold from the interior, ivory, and enslaved people, and imported cloth, porcelain, and beads. The Swahili language mixed Bantu grammar with Arabic vocabulary. **Calicut** on India's Malabar coast was a hub of the pepper and spice trade, where merchants from Arabia, Persia, and beyond met. **Gujarat** in western India, with ports such as Cambay, produced cotton textiles and connected the Arabian Sea to Southeast Asia. In the Strait between Sumatra and the Malay Peninsula, the **Sultanate of Malacca**, which rose around 1400, taxed passing ships, offered a protected port and a fair market, and became a major hub. Its rulers adopted Islam, drawing Muslim merchants.

Place	Role	Key goods or features
Swahili city-states (Kilwa, Mombasa)	Intermediaries between interior Africa and the ocean	Gold, ivory, slaves; Islam and Arabic influence
Calicut	Malabar port	Pepper, spices; many foreign merchants
Gujarat	Western India	Cotton textiles; Gujarati traders
Malacca	Strait chokepoint	Spices, textiles; Islam; taxed shipping

Merchants and cultural exchange. Merchants set up diasporic communities in key ports, where they introduced their own customs and in turn adopted local ones. Arab and Persian communities lived in East African towns; Chinese merchant communities settled in Southeast Asia; Malay communities spread across the ocean basin. Islam spread to coastal East Africa, India, and the Malay world mainly through these merchants, and intermarriage and local rulers' adoption blended Islamic, African, and Asian traditions. Earlier Hindu and Buddhist influences from India remained strong in Southeast Asia.

Zheng He. Between 1405 and 1433 the Ming admiral **Zheng He**, commissioned by the Yongle Emperor, led seven huge fleets of treasure ships to Southeast Asia, India, Arabia, and East Africa. The voyages displayed Ming power, collected tribute, and exchanged gifts and goods, and they spread Chinese influence and technology. They were state-sponsored, not private trade. After 1433, Confucian officials, who worried about costs and the Mongol threat on the northern frontier, stopped them. This left the ocean open to merchants of other peoples and, later, Portuguese ships.

Key terms

Monsoon: seasonally reversing wind system of the Indian Ocean.

Lateen sail: triangular sail enabling sailing at an angle to the wind.

Diasporic community: merchants settled in a foreign city who keep their own traditions.

EXAMPLE 1: ENVIRONMENT AND TRADE

Explain how environmental factors shaped Indian Ocean trade.

SOLUTION

Identify the factor: the monsoon winds reversed seasonally.

Explain: sailors could travel with the wind in one direction and return with the opposite wind half a year later, so trade followed a predictable calendar.

Consequence: merchants waiting for winds formed permanent communities in ports such as Calicut and Kilwa, spreading culture.

EXAMPLE 2: COMPARING TECHNOLOGY

Identify one technology that helped Indian Ocean trade and explain its effect.

SOLUTION

Choose the lateen sail or compass.

Describe: the lateen's triangular shape let dhows tack closer to the wind and handle changing winds.

Effect: ships could make more reliable voyages, so the volume and range of trade rose.

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Common mistakes

Do not say Zheng He's voyages were an attempt to conquer or colonize; they were largely diplomatic and tribute-seeking. Also avoid saying the compass was invented by Europeans. Another common error is treating Indian Ocean trade as dominated by Europeans before 1450; it was dominated by Muslim, Indian, Southeast Asian, African, and Chinese merchants.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain how monsoon winds shaped Indian Ocean trade.
2. Describe the lateen sail and the dhow.
3. Identify TWO trading states or cities of the Indian Ocean and explain why each was important.
4. Explain what a diasporic merchant community was, with an example.
5. Describe the purpose and end of Zheng He's voyages.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which factor most directly allowed sailors to cross the Arabian Sea regularly?
(A) Construction of canals
(B) Use of steamships
(C) Control by the Mongols
(D) Introduction of the printing press
(E) Knowledge of seasonal monsoon winds
7. The Sultanate of Malacca grew powerful primarily because it
(A) conquered China
(B) controlled a strategic strait and offered a safe port
(C) produced most of the world's silk
(D) was founded by Zheng He
(E) banned Muslim merchants
8. Which pair correctly matches a place with its role?
(A) Kilwa - Chinese capital
(B) Gujarat - Mongol khanate
(C) Calicut - pepper trade hub
(D) Malacca - Atlantic port
(E) Mombasa - Malay city
9. The spread of Islam in the Indian Ocean basin was most closely connected to
(A) merchant networks and diasporic communities
(B) Mongol conquest of Southeast Asia
(C) Zheng He's religious missions
(D) forced conversion by Portuguese
(E) the Black Death
10. Zheng He's voyages differed from earlier Indian Ocean trade mainly because they were
(A) entirely private ventures
(B) run by Portuguese captains
(C) limited to the Mediterranean
(D) sponsored by a state and aimed at tribute and prestige
(E) unable to reach Africa

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

11. Explain how technological or environmental factors AND merchant communities contributed to the growth of Indian Ocean networks of exchange between 1200 and 1450.
12. Evaluate the significance of the Swahili Coast and Malacca as examples of the growth of states through Indian Ocean trade.

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2.4

Trans-Saharan Trade and Africa

Learn how camels, caravans, gold, and salt built Mali's wealth and linked West Africa to the Muslim world.

The Sahara, the largest hot desert on Earth, separated the Mediterranean world from West Africa, yet between 1200 and 1450 it became a trade highway. Camel caravans carried gold and salt, and with them Islam, ideas, and wealth. This lesson explains the technology, the goods, the powerful state of Mali, and the effects on African societies.

Technology: camels and caravans. The domesticated camel could go days without water and carry heavy loads on sand. The development of a camel saddle that let riders and loads sit securely made desert crossing efficient. Merchants organized into **caravans** of hundreds or thousands of camels, guided by experienced Tuareg and Berber travelers who knew oases and wells. Caravans traveled in winter months and followed routes linking oasis stops. Because crossing required cooperation, security, and capital, the trade favored those who could organize armed convoys and taxes.

Goods. The classic exchange was **gold for salt**. West Africa's forest and savanna fringes had gold, particularly at Bambuk and Bure, but little salt; the Sahara had salt, mined at places such as Taghaza. North African merchants also brought copper, cloth, horses, books, and glass beads and took back gold, ivory, kola nuts, and enslaved people. West African rulers who controlled trading towns where these exchanges occurred grew wealthy by taxing the goods.

Mali. The Empire of **Mali** arose in the early 1200s after Sundiata Keita defeated the Sosso ruler at Kirina (c. 1235) and united Mande peoples; it replaced the earlier state of Ghana as the regional power. Mali's kings (mansas) controlled the gold-producing regions and taxed trade, and the army and a structure of provinces kept order. This is an example of an expanding empire drawing new peoples into the Afro-Eurasian economy. The most famous ruler was **Mansa Musa** (r. c. 1312-1337). In 1324-1325 he made the hajj to Mecca, traveling with a huge entourage and distributing so much gold in Cairo that its value temporarily dropped. The pilgrimage made Mali known to the Muslim world and to Europe, and Mansa Musa returned with scholars, architects, and books.

Key idea: Mali and the Muslim world

Mali's rulers adopted Islam but blended it with local beliefs and customs; most subjects did not convert immediately. Mansa Musa's hajj (1324-1325) showed Mali's wealth and connected West Africa to the wider Islamic world.

Cities and learning. Trading towns on the Niger River grew into important cities. **Timbuktu**, with Gao and Djenné, became a hub of commerce, mosques, and Islamic scholarship; Sankore became famous as a center of learning, and the Djinguereber Mosque was built with the help of an architect from the Muslim world. The traveler Ibn Battuta visited Mali in 1352-1353, praising its law and order while criticizing some local customs. West African cities blended an Islamic literate culture with African traditions.

Islam in West Africa. Islam spread mainly through merchants and rulers rather than conquest. Kings found that literate Muslim advisers could manage records and diplomacy, and Muslim law and networks helped commerce. Many rural people continued to follow traditional beliefs, producing a blended society. Women in many West African societies held greater freedom than the travelers expected, which some visitors criticized.

Swahili city-states and the slave trade. Trans-Saharan trade was one of several routes linking Africa to the world; on the East African coast, Swahili city-states like Kilwa exported gold and ivory across the Indian Ocean. Slavery existed in many societies, and enslaved Africans were taken north across the Sahara and east to the Indian Ocean world, where they served as domestic workers, soldiers, and laborers. This long-standing trade predated European Atlantic slave trading and was on a smaller scale.

Feature	Trans-Saharan	Indian Ocean (Swahili)
Transport	Camel caravans	Dhows with lateen sails
Environmental key	Oases, wells, seasons	Monsoon winds
Main African goods	Gold, ivory, kola, slaves	Gold, ivory, slaves
Key states	Mali (Timbuktu, Gao)	Kilwa, Mombasa
Religious effect	Islam via merchants and rulers	Islam via merchants; Swahili culture

EXAMPLE 1: CAUSES

Explain TWO causes of the growth of trans-Saharan trade.

SOLUTION

Technology: camel saddles and organized caravans made desert crossings efficient.

Demand and supply: North Africa and the Mediterranean wanted gold, while West Africa needed salt, so each side gained from exchange.

Add political stability: Mali taxed and protected trade, which encouraged merchants to continue.

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EXAMPLE 2: EFFECTS

Explain one effect of Mansa Musa's hajj.

SOLUTION

Describe the event: Mansa Musa traveled with a vast entourage and gave gold in Cairo.

Effect: Mali became known in Europe and the Islamic world, increasing contact and trade.

Additional effect: he brought back scholars and architects, strengthening Islamic learning in Timbuktu.

Common mistakes

Do not confuse Mali with Ghana or with Songhai, which rose after 1450. Do not claim Mansa Musa created Islam in West Africa; it spread earlier. Also avoid saying West Africa was isolated: it was integrated into Afro-Eurasian trade. Remember that gold was the major export and salt the major import in the classic exchange.

Key terms

Caravan: group of merchants and camels traveling together.

Mansa: title of a Mali ruler.

Hajj: pilgrimage to Mecca required of Muslims who are able.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain how camels and caravans made trans-Saharan trade possible.
2. Describe the exchange of gold and salt.
3. Who was Mansa Musa and why is he significant?
4. Explain how Islam spread in West Africa.
5. Describe the role of Timbuktu in the period 1200-1450.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which pair best describes the major goods in the trans-Saharan trade?
(A) Silk from China and porcelain from Persia
(B) Spices from India and cotton from Gujarat
(C) Gold from West Africa and salt from the Sahara
(D) Silver from the Americas and sugar from Brazil
(E) Tea from India and wool from England
7. Mali's expansion in the 1200s
(A) isolated West Africa from Islam
(B) was led by Genghis Khan
(C) replaced Songhai
(D) ended the camel trade
(E) drew West African peoples into Afro-Eurasian trade
8. Mansa Musa's pilgrimage is best seen as evidence of
(A) Mali's wealth and its links to the Islamic world
(B) the collapse of Mali
(C) European control of West Africa
(D) the end of Islam in Africa
(E) Mongol invasion

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9. Which statement about the camel saddle is accurate?
- (A) It was used only in China
 - (B) It was an innovation in an existing transport technology that increased trade
 - (C) It replaced caravans with ships
 - (D) It was invented in the Americas
 - (E) It reduced the demand for salt
10. Which was a result of Islam's spread in Mali?
- (A) All people abandoned local religions at once
 - (B) Timbuktu declined
 - (C) Trade with the Mediterranean ended
 - (D) Literate Muslim scholars and administrators gained influence in courts and cities
 - (E) Mali adopted Buddhism

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

11. Explain the causes AND effects of the growth of trans-Saharan trade between 1200 and 1450.
12. Evaluate the extent to which Mali was a product of Afro-Eurasian trade.

2.5 Cultural and Environmental Consequences of Exchange

Trace how religions, technologies, crops, travelers' accounts, and disease spread through the networks of exchange.

As trade networks deepened, they moved far more than goods. Religions, inventions, crops, travelers' stories, and pathogens spread across Afro-Eurasia between 1200 and 1450. This lesson covers the cultural and environmental consequences of that connectivity and compares the major networks.

Spread of religions. Cross-cultural contact diffused religious traditions. **Buddhism** had come to East Asia from India along the Silk Roads and continued to shape China, Korea, and Japan, where it blended with local philosophies; Chan (Zen) and Pure Land Buddhism grew popular, and Confucian thinkers responded with Neo-Confucianism. **Hinduism and Buddhism** spread into Southeast Asia earlier through merchants and courts, leaving monumental temples. **Islam** spread into sub-Saharan Africa and across Asia through merchants, Sufi mystics, and rulers' conversions, adopting local customs in each place. In each case religion moved with traders and scholars, and societies adapted it rather than copying it unchanged.

Technology and ideas. Chinese inventions, including **paper** and **gunpowder**, spread west, as did printing knowledge and the compass. Persian, Indian, and Greco-Islamic ideas in mathematics, astronomy, and medicine reached Europe, including Hindu-Arabic numerals. Literary and artistic forms also traveled: Persian painting influenced Chinese and Islamic art, and Chinese porcelain styles were copied elsewhere. The Mongols encouraged such transfers by moving craftspeople.

Travelers and sources. As exchange increased, more travelers wrote accounts. **Marco Polo**, a Venetian merchant, described his years in Mongol-ruled China (1270s-1290s). **Ibn Battuta**, a Moroccan jurist, traveled for about three decades across Africa, Asia, and the Middle East, writing about places from Mali to China. **Margery Kempe**, an English Christian mystic, made pilgrimages to Jerusalem and other holy sites and dictated a memoir. Such writings are valuable but must be read with attention to the traveler's point of view, purpose, audience, and situation: Polo wrote to impress European readers and may have exaggerated; Ibn Battuta judged societies by Muslim legal standards.

Key idea: sourcing a traveler's account

Ask: who wrote it, in what situation, for whom, and why? Does the author's religion, class, or profession shape what he or she noticed and praised?

A traveler's account shows increased cross-cultural interaction, but it is one person's perspective.

Crops and the environment. Diffusion of crops was an environmental consequence of exchange. **Bananas** reached Africa from Southeast Asia, new **rice** varieties spread in East Asia and boosted food supply in Song China, and **citrus** fruits spread in the Mediterranean. Crops, along with sugar and cotton, supported population growth and sometimes altered landscapes through irrigation and clearing. More food supported more cities.

The Black Death. Pathogens also spread. The **bubonic plague**, caused by a bacterium carried by fleas on rodents, probably spread from Central Asia along trade routes. It reached the Black Sea port of Caffa and then Mediterranean ports in 1346-1347 and swept Europe, the Middle East, and North Africa; it also struck parts of China earlier in the 1300s. Mortality was extreme, perhaps a third or more of the population in many regions. In Europe, labor shortages raised wages and gave surviving peasants bargaining power, weakened serfdom in the west, triggered peasant uprisings, and led to persecution of minorities such as Jews blamed for the disease. Trade and city life declined in some places while some cities rebounded with growth after recovery.

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Cities. The fate of cities varied: those on busy routes, such as Samarkand, Malacca, and Timbuktu, grew in periods of strong trade, while others shrank after epidemics or conquest. Rising productivity and expanding trade fueled urbanization, but disease and war caused decline.

Network	Main goods	Technology	Religion spread	Special risk
Silk Roads	Silk, porcelain, textiles	Caravanserai, credit	Buddhism, Islam	Plague, banditry
Indian Ocean	Spices, textiles, gold	Lateen sail, compass, monsoons	Islam, Hindu-Buddhist influence	Piracy, storms
Trans-Saharan	Gold, salt	Camel saddle, caravans	Islam	Desert hazards
Mongol-linked Eurasia	Luxury goods	Yam, paper money	Tolerance of many faiths	Plague spread

EXAMPLE 1: SOURCING

A passage from Ibn Battuta praises Mali's security but criticizes some customs. Explain how his point of view may have shaped the account.

SOLUTION

Identify point of view: a Moroccan Muslim legal scholar who judged societies by Islamic law.

Explain the effect: he praised justice and safety, which matched his values, but criticized practices like women's freedoms that differed from his norms.

Conclude: the account is valuable evidence of Mali, but it reflects an outsider's standards.

EXAMPLE 2: CAUSE AND EFFECT

Explain one effect of the Black Death in Europe.

SOLUTION

Cause: roughly a third or more of the population died, so labor became scarce.

Effect: surviving workers demanded higher wages and better terms, weakening serfdom and encouraging peasant revolts.

Link to evidence: England's 1381 revolt shows tension between workers and landlords.

Exam tip

When asked about causes of diffusion, name the network (Silk Roads, Indian Ocean, trans-Saharan) AND the mechanism (merchants, pilgrims, Mongol security, ships). When asked about plague, link it to trade routes first, then give a social or economic effect with a region.

Key terms

Diffusion: the spread of beliefs, technologies, crops, or diseases from one place to another.

Bubonic plague (Black Death): epidemic of the mid-1300s spread along trade routes.

Neo-Confucianism: Confucian thought that absorbed Buddhist and Daoist ideas.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

- Describe how Buddhism influenced East Asia during the era of exchange.
- Identify TWO travelers and what their accounts reveal.
- Name TWO inventions that spread from China and explain a consequence of one.
- Explain how crops diffused and give ONE example of an effect.
- Explain how trade routes contributed to the spread of the bubonic plague.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Marco Polo's account is most useful to historians as evidence of
 - (A) the end of Silk Road trade
 - (B) increased European contact with Asia
 - (C) the invention of paper
 - (D) Mali's wealth
 - (E) the Black Death's origin
7. Which was a significant effect of the Black Death in western Europe?
 - (A) Rapid population growth
 - (B) The end of Christianity
 - (C) Expansion of the Mongol Empire
 - (D) Labor shortages that increased wages and weakened serfdom
 - (E) Elimination of cities
8. The spread of bananas to Africa and citrus to the Mediterranean illustrates
 - (A) diffusion of crops through trade networks
 - (B) environmental isolation
 - (C) the effects of volcanic eruptions
 - (D) the end of agriculture
 - (E) the spread of the plague
9. Which pairing correctly describes diffusion?
 - (A) Buddhism into the Americas through the Mongols
 - (B) Gunpowder into Africa through Zheng He's religion
 - (C) Paper from Europe to China
 - (D) Hindu-Arabic numerals from Europe to India
 - (E) Islam into West Africa through merchants
10. Which change in cities is most consistent with expanding trade networks?
 - (A) Disappearance of all urban centers
 - (B) Return to a hunter-gatherer economy
 - (C) Growth of trading cities such as Samarkand and Malacca
 - (D) Abandonment of ports
 - (E) End of large markets

SET C Apply and Extend

Write a short, evidence-based response to each prompt.

11. Compare the Silk Roads and the Indian Ocean network in the period 1200-1450. Identify one similarity and one difference.
12. Explain how the Mongol Empire's connections contributed to the spread of the plague, and describe one social or economic effect.

2.6 Multiple-Choice Practice: Networks of Exchange (c. 1200 to 1450)

Practice with AP-style multiple-choice questions on Unit 2.

Choose the best answer for each question. Some questions use short stimuli. Check the explanations, especially why the best distractor fails.

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SET A Core Concepts

Choose the best answer.

- Which feature of the Silk Roads most directly lowered the risk of travel for caravans in desert regions?
(A) Bills of exchange (B) The lateen sail (C) Caravanserais
(D) Pax Mongolica (E) Paper money
- Genghis Khan's army was effective primarily because it
(A) combined disciplined decimal organization, merit promotion, and mobile horse archers
(B) relied on hereditary nobles for command
(C) avoided the use of foreign engineers
(D) fought only defensive wars
(E) used mostly naval forces
- Monsoon winds were important to Indian Ocean trade because they
(A) blew in a single direction all year
(B) eliminated the need for navigation
(C) prevented ships from reaching Africa
(D) were controlled by Chinese fleets
(E) reversed seasonally, allowing predictable voyages in each direction
- The classic trans-Saharan exchange involved
(A) silver from Mexico for silk
(B) tea for opium
(C) spices for horses only
(D) gold from West Africa for salt from the Sahara
(E) furs for sugar
- Which empire's rulers ruled Russia indirectly through local princes who collected tribute?
(A) Yuan dynasty (B) Ilkhanate (C) Golden Horde
(D) Chagatai Khanate (E) Mali
- The bubonic plague of the 1300s spread most directly through
(A) the Atlantic slave trade
(B) trade routes by rodents, fleas, caravans, and ships
(C) Zheng He's treasure fleets
(D) Mansa Musa's pilgrimage
(E) Neo-Confucian schools
- Which pair correctly matches a city with its significance?
(A) Kashgar - Swahili port
(B) Calicut - Mongol capital
(C) Malacca - Saharan salt mine
(D) Timbuktu - center of Islamic learning in Mali
(E) Samarkand - Ming capital

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SET B Applications and Data

Choose the best answer.

8. "[The ruler] conquered the lands from the Pacific to the Black Sea, and under his successors merchants carried goods in relative safety across the continent, although the khans also demanded heavy taxes."
The passage best illustrates which concept?
(A) Columbian Exchange (B) Pax Mongolica (C) Neo-Confucianism
(D) Hajj (E) Monsoon trade
9. Stimulus: Kilwa, Mombasa, and Mogadishu exported gold, ivory, and slaves and imported cloth and porcelain. Their rulers often adopted Islam, and the Swahili language absorbed Arabic words.
Which conclusion is best supported?
(A) Swahili city-states were isolated from Indian Ocean trade
(B) Europeans controlled East African trade
(C) Swahili cities relied on caravans crossing the Sahara
(D) Indian Ocean exchange fostered growth of trading states and cultural blending
(E) Islam was imposed by the Ming dynasty
10. Stimulus (chart):
Place | Dominant goods
Cambay (Gujarat) | Cotton textiles
Calicut | Pepper
Malacca | Spices, taxed shipping
Which generalization is best supported?
(A) Ports banned foreign merchants
(B) All trade used camels
(C) Indian Ocean ports specialized in goods and served as hubs
(D) Textiles were not traded
(E) Ports were inland oases
11. Which statement best explains why Mansa Musa's hajj mattered?
(A) It ended Mali's gold trade
(B) It made Mali a Mongol khanate
(C) It began the Atlantic slave trade
(D) It spread plague to Mali
(E) It increased Mali's fame and ties with the Islamic world
12. Stimulus: "Even the Mongol princes in the north protected foreign merchants, issued travel passes, and let Muslims, Christians, and Buddhists worship as they wished."
This supports an argument that Mongol rule
(A) encouraged exchange through tolerance and security
(B) forced religious conformity
(C) banned writing
(D) isolated Eurasia
(E) ignored trade
13. Which development is a technology transfer rather than a crop diffusion?
(A) Bananas reaching Africa
(B) Gunpowder knowledge moving from China westward
(C) Citrus spreading in the Mediterranean
(D) New rice varieties in East Asia
(E) Sugar planted in Cyprus

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14. A historian wants to learn how a Muslim legal scholar saw West African society. Which source is most useful?
- (A) Marco Polo's account of Kublai Khan
 - (B) A Ming record of Zheng He's gifts
 - (C) A Chinese poem about tea
 - (D) Ibn Battuta's account of his visit to Mali
 - (E) A Mongol law code

SET C Exam-Level Stretch

Choose the best answer.

15. Which comparison between the Silk Roads and the Indian Ocean network is most accurate?
- (A) The Silk Roads depended on monsoon winds while the Indian Ocean used caravans
 - (B) Both carried luxury goods, but the Indian Ocean relied on seasonal winds and ships while the Silk Roads relied on caravans
 - (C) Only the Indian Ocean spread religion
 - (D) Only the Silk Roads fostered cities
 - (E) Neither involved merchants from many regions
16. Which was a LONG-TERM consequence of the Mongol collapse and plague in Eurasia?
- (A) The end of all long-distance trade
 - (B) Immediate European control of the Indian Ocean
 - (C) The disappearance of Islam
 - (D) Elimination of paper money
 - (E) Rise of new regional powers such as Ming China and Moscow
17. Zheng He's voyages ended in 1433 mainly because
- (A) the monsoon winds stopped
 - (B) Europeans destroyed his fleet
 - (C) Ming officials judged them costly and focused on defense
 - (D) the compass failed
 - (E) Mali declared war
18. Which factor best explains why Timbuktu and Malacca grew in this era?
- (A) Both were Mongol capitals
 - (B) Both were founded by Zheng He
 - (C) Both were Silk Road oases
 - (D) Both were important locations in expanding trade networks
 - (E) Both banned Islam
19. Which statement best describes the role of Islam in the networks of exchange?
- (A) It spread through merchants, Sufis, and rulers into Africa and Asia while blending with local cultures
 - (B) It spread only by conquest
 - (C) It was confined to Arabia
 - (D) It disappeared after the Mongols
 - (E) It was rejected by all traders
20. The shortage of labor after the plague in Europe is most similar to which effect elsewhere?
- (A) Expansion of Mongol territory in Persia
 - (B) The founding of Mali
 - (C) Growth of Neo-Confucianism in Japan
 - (D) Higher bargaining power for surviving workers in other plague-affected regions
 - (E) Spread of lateen sails

2.7 Free-Response Practice: Networks of Exchange (c. 1200 to 1450)

Practice the four AP free-response question types using Unit 2 content.

Questions 1 and 2 are short-answer questions worth 3 points each, Question 3 is a document-based question (7 points on the real exam, compact version here), and Question 4 is a long essay (6 points). Write each part in full sentences, and compare with the model answers and point values.

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QUESTION 1 SAQ: Secondary Source – Silk Roads

Use the excerpt (a historian's argument, written for this book): "Between 1200 and 1450, Silk Road trade grew less because of new roads than because of new ways of managing risk: safe lodging, credit, and stable rulers who protected merchants."

1. (a) Identify ONE piece of historical evidence that supports the historian's claim.
2. (b) Explain ONE way that a commercial practice or transportation technology other than the one in (a) increased trade.
3. (c) Explain ONE effect of increased Silk Road trade on cities or states.

QUESTION 2 SAQ: Primary Source – Mansa Musa

Use the passage (paraphrased from a 14th-century Arabic writer): "When the king of Mali passed through Cairo on his pilgrimage, he gave out so much gold that the price of gold in the city fell for years afterward. His retinue was vast, and he paid for everything he needed with the gold of his land."

4. (a) Identify ONE point of view, purpose, audience, or historical situation of the author that might affect the account.
5. (b) Explain ONE way that the trans-Saharan trade network contributed to the situation described.
6. (c) Explain ONE effect of Mansa Musa's pilgrimage on Mali or West Africa.

QUESTION 3 Document-Based Question: Exchange in the Indian Ocean

Evaluate the extent to which the Indian Ocean trading network changed societies along its coasts between 1200 and 1450. Documents (paraphrased): Doc 1, a Muslim traveler: the Swahili port of Kilwa is a fine city of stone buildings whose king rules by Islamic law and grows rich on gold from the interior. Doc 2, a Chinese official's report on a voyage with Zheng He: the fleet carried silks and porcelain and received envoys and tribute from rulers at Malacca and Calicut. Doc 3, a Gujarati merchant's account: merchants from many lands trade at Cambay, each living in their own quarter and following their own customs.

7. (a) Write a thesis that responds to the prompt.
8. (b) Use TWO documents to support your argument, explaining how each supports it.
9. (c) Identify ONE piece of outside evidence not found in the documents, and explain how it supports your argument.
10. (d) Identify how the point of view, purpose, audience, or situation of ONE document limits or strengthens its usefulness.

QUESTION 4 Long Essay: Comparison of Networks

Compare the causes AND/OR effects of the growth of trade in TWO of the following networks between 1200 and 1450: the Silk Roads, the Indian Ocean, the trans-Saharan routes. (Model answer compares the Indian Ocean and the trans-Saharan trade.)

11. (a) Write a thesis that makes a comparison and sets up the argument.
12. (b) Provide specific evidence of similarities and differences for both networks.
13. (c) Explain a reason for at least one similarity or difference and use it to complete a line of reasoning.

Answers Unit 2: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

2.1 The Silk Roads**SET A · CHECK YOUR UNDERSTANDING**

1. The Silk Roads were a network of overland and connected sea routes from China through Central Asian oases and Persia to the Mediterranean. Goods moved in relays through many merchants. Cities such as Kashgar and Samarkand sat at crossroads and grew wealthy.
2. Chinese silk and porcelain are good examples, as are Persian and Indian textiles. Rising demand across Afro-Eurasia encouraged artisans to expand production, and Chinese iron and steel manufacture also grew.
3. A caravanserai offered water, fodder, shelter, and secure storage at regular intervals. This reduced the danger and cost of desert and mountain travel, so merchants could carry more goods farther and trade volume rose.
4. Bills of exchange, banking houses, and paper money let merchants move value without hauling large amounts of coin. This lowered the risk of theft and expanded money economies, so more people participated in long-distance trade.
5. Paper and gunpowder knowledge spread from China, aiding record keeping and warfare elsewhere. Greco-Islamic medical ideas and Hindu-Arabic numerals reached Europe, improving medicine and accounting. Either pair answers correctly if the effect is clear.

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SET B · EXAM-STYLE MULTIPLE CHOICE

- 6. C. Credit instruments let merchants avoid carrying coin. Buddhism and the Uyghur script are cultural, the lateen sail is for sea travel, and oasis decline would hurt trade.
- 8. E. The caravanserai sheltered people and animals. The postal relay (yam) is a distinct Mongol institution, which is the tempting distractor.
- 10. D. The transfer of a numbering system is an example of intellectual diffusion. The other choices contradict the evidence.
- 7. A. Trade revenue and services made crossroads cities rich. The other choices describe places, technologies, or policies unrelated to Central Asian oases.
- 9. B. The stimulus shows relay trade, with each trader reselling. Choice A is the classic misconception that single merchants traveled the entire route.
- 11. A. Merchants and Sufis spread Islam through commerce. Choice C is wrong because Chinese dynasties of this period did not adopt Islam.

SET C · APPLY AND EXTEND

- 12. Model response (3 points): 1 point for a transportation innovation explained, such as caravanserai providing safe stops, which lowered risk. 1 point for a commercial innovation explained, such as bills of exchange or paper money reducing the need to carry coin. 1 point for an effect, such as the growth of Samarkand or Kashgar as taxed, wealthy market cities or increased state revenue from tolls.
- 13. Model response (3 points): Thesis: exchange spread religions significantly, but local rulers and cultures shaped how. Evidence 1: Buddhism had spread from India to Central Asia and China via merchant-supported monasteries. Evidence 2: Islam spread through Muslim merchants and Sufi teachers in oasis cities and among Turkic peoples. Complication: cities became religiously diverse, including Christians and Manichaeans, so exchange produced coexistence as well as conversion. Award points for a defensible claim, two accurate pieces of evidence, and reasoning linking trade to change.

2.2 The Mongol Empire**SET A · CHECK YOUR UNDERSTANDING**

- 1. Genghis Khan (Temujin) united the Mongol tribes and was proclaimed ruler in 1206. His army was organized in decimal units, promoted by merit, used mobile horse archers, and adopted siege technology from conquered peoples.
- 2. The Yuan ruled China, the Ilkhanate ruled Persia and Iraq, the Golden Horde ruled the steppe north of the Black Sea and Russian lands indirectly, and the Chagatai Khanate ruled Central Asia.
- 3. It refers to the relative peace and security in Mongol-controlled Eurasia, where unified rule, the yam, and protection of merchants made travel and trade safer. It encouraged exchange of goods, ideas, and technology.
- 4. They relied on a relay postal system (the yam), used literate foreign administrators, adopted the Uyghur script, and generally tolerated conquered peoples' religions. Any one with an explanation is correct.
- 5. Succession disputes and fragmentation weakened unity. In China, revolts, cost, and plague led to Ming rule in 1368. In Persia, the Ilkhanate lacked heirs and collapsed after 1335, leaving regional states.

SET B · EXAM-STYLE MULTIPLE CHOICE

- 6. D. Mongol political unity lowered risks. Choice A overstates the destruction of cities, which were rebuilt, while the Atlantic shift came later.
- 8. C. Rus princes were intermediaries who collected tribute; those from Moscow gained power this way. The yam was a Mongol institution, but not run by Rus princes.
- 10. E. Borrowing a writing system shows cultural transfer from one people to another. The others do not apply to a script.
- 7. A. Hulegu's forces destroyed the Abbasid Caliphate. The Song fell in 1279 to the Yuan, which is the tempting wrong answer.
- 9. B. Tolerance and use of foreign administrators were typical. Forced conversion contradicts the evidence.

SET C · APPLY AND EXTEND

- 11. Model response (3 points): 1 point for a trade effect, such as safer routes under Pax Mongolica reducing tolls and banditry. 1 point for a communication effect, such as the yam speeding messages and travelers. 1 point for a transfer, such as gunpowder, printing, or Chinese medicine moving west and Persian astronomy moving east, or adoption of the Uyghur script.
- 12. Model response (3 points): Similarity: both were ruled by Mongol khans who relied on local intermediaries and demanded taxes or tribute. Difference: the Yuan governed China directly through a Mongol-dominated bureaucracy with a court in Beijing and ethnic ranking, while Russia was ruled indirectly through Rus princes who collected tribute and stayed in their lands. One point each for the similarity, difference, and accurate supporting details such as Moscow's rise or Kublai Khan's court.

2.3 Indian Ocean Trade**SET A · CHECK YOUR UNDERSTANDING**

- 1. Seasonal wind reversals allowed ships to sail one direction in winter and return in summer. Merchants planned voyages around them, and waiting for winds led to long stays and diasporic communities in port cities.
- 2. A dhow is a ship used in the western Indian Ocean, and the lateen sail is a triangular sail that lets a vessel sail partly into the wind. Together they made voyages more flexible and efficient.
- 3. Malacca controlled a strait and taxed passing ships, becoming a Muslim trade hub. Calicut was a pepper and spice port. Kilwa and other Swahili cities connected East African gold and ivory to the ocean. Gujarat exported textiles.
- 4. It was a group of merchants living in a foreign port, keeping their customs while influencing and being influenced by locals. Examples include Arab and Persian communities in East Africa and Chinese merchants in Southeast Asia.

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5. The Ming emperor sent fleets from 1405 to 1433 to show Ming power, receive tribute, and exchange goods with ports from Southeast Asia to East Africa. Confucian officials halted them because of cost and frontier concerns.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. Monsoon knowledge dictated schedules. The Mongols did not control the ocean routes, which makes the Mongol option tempting but wrong.
7. B. Malacca's location on the strait was key. Zheng He visited but did not found it.
8. C. Calicut was a pepper port on India's Malabar coast. The other pairs mix up geography.
9. A. Muslim traders converted or influenced local elites. Zheng He's voyages were not religious missions.
10. D. The Ming government sponsored them. They did reach East Africa.

SET C · APPLY AND EXTEND

11. Model response (3 points): 1 point for a technology such as the compass, astrolabe, lateen sail, or large ships. 1 point for the monsoon explanation, with a specific effect on timing and volume. 1 point for merchant communities, such as Arab and Persian merchants in East Africa, who linked regions and spread culture.
12. Model response (3 points): Claim that trade fostered new states. Evidence for Swahili city-states: wealth from gold, ivory, and imported goods; Islam and Arabic influences shaped Swahili culture. Evidence for Malacca: strategic strait, taxes on shipping, Islamic ruling class attracting merchants. Complexity: both were small city-based states that depended on trade, which made them vulnerable to outside powers later. One point each for claim, two examples, and reasoning.

2.4 Trans-Saharan Trade and Africa**SET A · CHECK YOUR UNDERSTANDING**

1. Camels can travel long distances without water and carry heavy loads, and a good saddle made loads secure. Merchants formed caravans with guides and protection, which reduced the risk of crossing the desert.
2. West Africa had gold but little salt, while the Sahara had salt mines. Merchants exchanged salt for gold, which allowed both regions to obtain needed goods and made traders and rulers wealthy.
3. He was the ruler of Mali (c. 1312-1337) who made a famous hajj in 1324-1325. His wealth and generosity made Mali known across the Muslim world and Europe, and he promoted Islamic learning and architecture.
4. Islam spread through merchants and rulers who adopted it for trade networks and administration, not through large-scale conquest. Many people blended Islam with traditional beliefs.
5. Timbuktu was a Niger River trading city where caravans met river traffic. It also became a center of Islamic scholarship with mosques and libraries, supported by Mali's rulers.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Gold and salt define trans-Saharan exchange. The others belong to Silk Road, Indian Ocean, or Atlantic trade.
7. E. Mali's empire integrated gold-producing areas into long-distance trade. Songhai came later.
8. A. The hajj displayed wealth and tied Mali to Cairo and Mecca. The other options contradict the evidence.
9. B. The saddle improved desert transport. The other statements are unrelated.
10. D. Islam's spread produced a learned class and a blended culture. Immediate total conversion is a common exaggeration.

SET C · APPLY AND EXTEND

11. Model response (4 points): Causes (2 points): camel saddles and caravans improved transportation; complementary needs for gold and salt and Mali's protection of routes. Effects (2 points): wealth and growth of cities such as Timbuktu, Gao, and Djenne; spread of Islam and literacy through merchants and rulers; integration of West Africa into Afro-Eurasian networks.
12. Model response (3 points): Thesis acknowledging that trade shaped Mali but that internal leadership mattered. Evidence for trade: gold-based revenue, taxing caravans, Mansa Musa's wealth, Timbuktu's growth. Evidence for internal factors: Sundiata's unification of Mande peoples at Kirina and an organized army and provinces. Reasoning that trade provided resources while political organization turned them into an empire.

2.5 Cultural and Environmental Consequences of Exchange**SET A · CHECK YOUR UNDERSTANDING**

1. Buddhism arrived by Silk Roads and became established in China, Korea, and Japan, blending with local traditions such as Confucianism. Schools like Chan (Zen) and Pure Land grew, and monasteries supported trade.
2. Paper and gunpowder spread west. Paper aided record keeping and learning; gunpowder later changed warfare and state power.
3. Marco Polo described Mongol China for Europeans, while Ibn Battuta traveled across Muslim and non-Muslim lands, including Mali. Their writings show greater cross-cultural contact and reflect their own perspectives.
4. Crops moved along trade routes, such as bananas to Africa and new rice varieties in East Asia. Larger food supplies could support population growth and cities.
5. Rats and fleas traveled with caravans and ships, so the disease moved from Central Asia to ports like Caffa and then across the Mediterranean. Dense cities allowed rapid spread.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. He recorded firsthand views of Mongol China, reflecting growing contact. His point of view limits its accuracy.
8. A. These are crop diffusion examples. Plague spread differently.
10. C. Trade supported urbanization, though disease also caused decline in places.
7. D. Fewer workers meant higher bargaining power. Population dropped sharply.
9. E. Muslim merchants carried Islam into West Africa. The other pairs reverse or misplace the diffusion.

SET C · APPLY AND EXTEND

11. Model response (3 points): Similarity: both carried luxury goods and religions and supported growth of trading cities. Difference: Silk Road trade moved overland by caravans, while Indian Ocean trade depended on monsoons and ships such as dhows. One point each for a similarity, a difference, and accurate supporting details.
12. Model response (3 points): 1 point for linking Mongol-secured trade routes and travelers to the diffusion of plague from Central Asia. 1 point for a mechanism such as fleas on rodents or caravans and ships reaching Caffa and Mediterranean ports. 1 point for an effect, such as labor shortages, higher wages, or persecution of minorities.

2.6 Multiple-Choice Practice: Networks of Exchange (c. 1200 to 1450)**SET A · CORE CONCEPTS**

1. C. Caravanserai gave shelter, water, and storage along desert routes. Bills of exchange reduced the risk of carrying coin, but they did not provide physical safety on the road.
3. E. The seasonal reversal made round trips possible. A single-direction wind would have made returning difficult.
5. C. The Golden Horde controlled the steppe near Russia. The Ilkhanate ruled Persia, which is the tempting but wrong region.
7. D. Timbuktu was a trade and learning center in Mali. Kashgar was a Silk Road oasis, not a Swahili port.
2. A. Discipline, merit, and mobility explain Mongol success. The hereditary-noble option reverses the Mongol practice of promoting by talent.
4. D. West Africa had gold and lacked salt, while Saharan mines supplied salt. The other pairs belong to other eras or regions.
6. B. The plague traveled with trade networks. Mansa Musa's hajj is unconnected to the epidemic's spread.

SET B · APPLICATIONS AND DATA

8. B. The passage describes security for merchants under unified Mongol rule. The Columbian Exchange is a later transatlantic process.
10. C. Each port had a specialty or a hub function. The camel option confuses the Indian Ocean with trans-Saharan trade.
12. A. Passes and tolerance supported trade. Forced conformity contradicts the passage.
14. D. Ibn Battuta wrote as a Muslim jurist visiting Mali. Marco Polo wrote about China, not Mali.
9. D. The evidence shows trade, state growth, and cultural exchange. Europeans did not control the region at this time.
11. E. The hajj publicized Mali's wealth and strengthened links to Cairo and Mecca. It did not end the gold trade.
13. B. Gunpowder is a technology. The other items are crops, which are environmental or agricultural diffusion.

SET C · EXAM-LEVEL STRETCH

15. B. Both networks moved luxury goods and religion; they differed in the transport environment. The first option reverses the two.
17. C. Confucian officials objected to cost and prioritized northern defense. Europeans were not yet in the Indian Ocean in force.
19. A. Islam spread through trade and conversion as well as politics. A conquest-only view ignores merchants.
16. E. The fall of the khanates and demographic shocks opened the way for new states. Trade continued, so the first option overstates the decline.
18. D. Both were located at nodes in trade, caravans for Timbuktu and a strait for Malacca. Neither was a Mongol capital.
20. D. Mass mortality generally made labor scarce. The other options relate to other developments.

2.7 Free-Response Practice: Networks of Exchange (c. 1200 to 1450)**QUESTION 1 · SAQ: SECONDARY SOURCE - SILK ROADS**

1. (a) 1 point: names accurate evidence, such as caravanserai offering shelter, bills of exchange avoiding coin carrying, or Mongol protection of merchants under Pax Mongolica.
2. (b) 1 point: names a different practice or technology and explains its link to trade volume, for example paper money in Song or Yuan China making large payments easier, or banking houses extending credit, which encouraged merchants to invest in longer trips.
3. (c) 1 point: explains an effect, such as growth of trading cities like Kashgar and Samarkand, increased tax revenue for rulers, or cultural mixing. The effect must be specific and tied to trade.

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QUESTION 2 · SAQ: PRIMARY SOURCE - MANSA MUSA

4. (a) 1 point: identifies and explains one element, such as a Muslim writer in Cairo impressed by wealth and writing for readers in the Islamic world, who may exaggerate the gold's effect for effect or admire a fellow Muslim ruler.
5. (b) 1 point: explains that gold flowed north via camel caravans in exchange for salt and goods, giving Mali's rulers revenue from taxation, so they had the gold to distribute; also acceptable is the role of camels and caravans.
6. (c) 1 point: explains an effect such as increased fame of Mali, more contact with the Muslim world and Europe, or recruitment of scholars and architects who strengthened Timbuktu's Islamic learning.

QUESTION 3 · DOCUMENT-BASED QUESTION: EXCHANGE IN THE INDIAN OCEAN

7. (a) 1 point: a defensible thesis that makes a claim and previews reasoning, for example: the network significantly changed coastal societies by creating wealthy trading states and diasporic communities and spreading Islam, although local traditions persisted and the changes were strongest in port cities.
8. (b) 2 points: for each document, 1 point for accurately using content and linking it to the thesis. Doc 1 shows state growth and Islam in Swahili cities; Doc 3 shows diasporic communities; Doc 2 shows state-sponsored contact and tribute.
9. (c) 1 point: accurate outside evidence, such as monsoon winds and lateen sails, the Sultanate of Malacca's rise and Islam, or Arab and Persian communities in East Africa, tied to the thesis.
10. (d) 1 point: for example, Doc 2 is an official report meant to glorify the Ming court and may overstate tribute, so it is useful for state purposes but less so for merchants' views; Doc 1 is by a Muslim writer who may emphasize Islamic law.

QUESTION 4 · LONG ESSAY: COMPARISON OF NETWORKS

11. (a) 1 point: thesis that states both a similarity and a difference, for example: both networks grew through transportation innovations and fostered new states and the spread of Islam, but the Indian Ocean depended on monsoon winds, ships, and coastal city-states, whereas trans-Saharan trade depended on camel caravans and inland empires such as Mali.
12. (b) 2 points: 1 point for accurate evidence on each network, such as camel saddles, gold-salt exchange, Mali, Timbuktu for the Sahara and dhows, lateen sails, compass, Kilwa, Calicut, Malacca for the ocean; 1 point for addressing similarity and difference with that evidence, such as Islam spreading through merchants in both and diasporic communities mainly at coastal ports.
13. (c) 2 points: explains a reason, for example that the desert's scarcity of water made caravan organization and state protection essential while the monsoon made timing predictable and favored seaport hubs, and sustains the analysis across the essay, with complexity such as noting that both fed into Mongol-era Afro-Eurasian connections or that exchange also carried disease.

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Unit 3: Land-Based Empires (c. 1450 to 1750).

6 sections with explanations and worked examples, then 82 practice problems. Answers and full explanations are at the end of the chapter.

3.1 Empires Expand: Ottoman, Safavid, and Mughal

You will learn how gunpowder, revenue, and ambitious rulers built the Ottoman, Safavid, and Mughal empires, and how religion and rivalry shaped them.

Between about 1450 and 1750 a belt of large, centralized states stretched across Eurasia and into Africa. Historians often call the biggest of them **gunpowder empires**, because their rulers used cannons, muskets, and well-paid professional soldiers to break rival armies and walled cities. This lesson explains how the Ottoman, Safavid, and Mughal empires rose and why they grew so fast. The Manchu (Qing) and other empires are covered in the next lesson.

Why expansion happened now. Three conditions came together. First, gunpowder weapons had become cheap and effective enough that a state with a strong treasury could field thousands of gunners and siege guns. Second, the Mongol collapse and the weakness of older dynasties left political gaps that ambitious dynasties could fill. Third, growing trade, including trade in armed ships and in goods such as silk, spices, grain, and later American silver, gave rulers revenue to pay for armies. Expansion therefore combined technology, money, and opportunity, and exam answers should name at least two of these.

Gunpowder empire

A large land-based state whose growth depended on cannons, muskets, and a standing or professional army paid by a centralized treasury.

Main examples: Ottoman, Safavid, and Mughal. The Qing and Russia also used firearms heavily.

Key idea: firearms favored rulers who could afford them, so technology and state-building reinforced each other.

The Ottomans. The Ottomans began as a small Turkish frontier state in Anatolia around 1300. In 1453 Sultan Mehmed II captured Constantinople, the Byzantine capital, after a siege in which enormous bronze cannons battered the old walls. The city, renamed Istanbul, became the Ottoman capital and a center of trade between Europe and Asia. In 1517 Selim I defeated the Mamluks and took Syria, Egypt, and the holy cities of Mecca and Medina, which strengthened Ottoman claims to leadership of the Muslim world. Under Suleiman (ruled 1520 to 1566), called the Magnificent in Europe and the Lawgiver by his own people, the empire reached into Hungary after victory at Mohacs (1526), besieged Vienna (1529), and dominated the eastern Mediterranean through a large navy. At its height it spanned Southern Europe, the Middle East, and North Africa.

Ottoman power rested on special institutions. Through the **devshirme**, officials periodically took Christian boys from Balkan villages, converted them to Islam, and trained them for state service. The strongest became **Janissaries**, elite infantry armed with firearms who were loyal to the sultan, not to noble families. Others rose into the bureaucracy and could even become grand viziers. The **millet system** let non-Muslim communities, such as Orthodox Christians, Armenians, and Jews, govern religious and legal matters through their own leaders in return for loyalty and a special tax. This gave the empire stability over a diverse population.

The Safavids. In 1501 Shah Ismail, a young leader backed by Turkmen warriors called the Qizilbash, took Tabriz and proclaimed himself ruler of Persia. He declared **Twelver Shi'a Islam** the state religion and pressed a mostly Sunni population to convert. This made Safavid Iran religiously distinct from its Sunni neighbors, the Ottomans to the west and the Uzbeks to the northeast. The two empires fought repeatedly. At Chaldiran (1514) Ottoman musket and cannon fire defeated the Safavid cavalry, a classic case of gunpowder deciding a battle. Learning from this, Shah Abbas I (ruled 1587 to 1629) built a firearm-equipped army with slave-soldiers, moved the capital to Isfahan, and promoted silk exports. Political rivalry thereby sharpened the old Sunni and Shi'a split.

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The Mughals. Babur, a Central Asian prince descended from Timur and Genghis Khan, invaded northern India and in 1526 won the First Battle of Panipat against the larger army of the Delhi Sultanate. His cannons and matchlock-armed infantry were decisive. His grandson **Akbar** (ruled 1556 to 1605) expanded the empire across much of the subcontinent. Because most subjects were Hindu, Akbar practiced **religious toleration**: he ended the jizya tax on non-Muslims, welcomed Hindu Rajput nobles into high office, married Rajput princesses, and hosted debates among scholars of many faiths. His system of ranked officials (mansabdars) tied nobles to the throne. Later, Aurangzeb (ruled 1658 to 1707) enlarged the empire to its greatest size but reversed toleration, reimposing the jizya in 1679, which stirred resentment.

Empire	Founding leaders	Key military/political tool	Religious policy
Ottoman	Osman, Mehmed II, Selim I, Suleiman	Cannons, Janissaries, devshirme	Sunni rule; millet system for non-Muslims
Safavid	Shah Ismail, Shah Abbas I	Qizilbash cavalry, later gunpowder slave-soldiers	Twelver Shi'a imposed as state religion
Mughal	Babur, Akbar, Aurangzeb	Cannons, matchlocks, mansabdar nobles	Akbar tolerant; Aurangzeb restored jizya

Rivalries beyond these three. Political and religious disputes produced conflict between states. The Safavids and Mughals struggled over Kandahar, a fortress city on the route between Iran and India. Far to the west in Africa, the Songhai Empire, which controlled Gao, Timbuktu, and the gold and salt trade, fell in 1591 when a Moroccan army with muskets and cannons crossed the Sahara and won at Tondibi. The pattern is the same: whoever had firearms and the organization to use them could overturn older powers.

Dates to anchor

1453: Ottomans take Constantinople. 1514: Chaldiran. 1517: Ottomans conquer the Mamluks.

1526: Panipat (Mughals) and Mohacs (Ottomans). 1501: Safavid state founded.

1556 to 1605: Akbar. 1520 to 1566: Suleiman. 1591: Moroccan victory at Tondibi.

EXAMPLE 1: EXPLAINING A CAUSE

Explain ONE way gunpowder technology contributed to the growth of the Mughal Empire.

SOLUTION

Claim: Gunpowder gave Babur's smaller army a decisive advantage over the Delhi Sultanate.

Evidence: At Panipat in 1526 his cannons and matchlock musketeers broke the sultan's elephants and massed cavalry.

Link: This victory opened northern India to Mughal rule, and later emperors such as Akbar used artillery to capture fortresses, so firearms made conquest and consolidation possible.

Why it earns the point: it names a specific event, states what the weapons did, and connects to expansion.

EXAMPLE 2: COMPARING TWO EMPIRES

Compare how Ottoman and Mughal rulers treated religious minorities.

SOLUTION

Similarity: both ruled mixed populations and taxed non-Muslims (Ottoman special tax, Mughal jizya) while letting them practice their faiths.

Difference: the Ottoman millet system organized each non-Muslim community under its own religious leaders. Akbar instead ended the jizya and recruited Hindus into the nobility, though Aurangzeb later reversed this.

Conclusion: both used flexibility to keep order, but the Ottomans did it by institution while Akbar did it through personal policy.

Common mistakes

Do not say the Safavids were Sunni or that the Ottomans and Safavids were allies; they were rivals divided by Sunni and Shi'a identity as well as territory. Do not describe the devshirme as a way of taking Muslim boys; it targeted Christian subjects. Do not credit gunpowder alone: cite revenue, organization, or weak opponents too.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. What made the fall of Constantinople in 1453 important for Ottoman power?
2. Define devshirme and explain its political purpose.
3. How did Shah Ismail change religion in Iran, and why did it matter?
4. Describe one way Akbar showed religious toleration.
5. Why did the Songhai Empire lose to Morocco in 1591?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly helped Ottoman forces capture Constantinople in 1453?
(A) Naval blockade by the Safavid fleet
(B) Alliance with the Mongol Khanate
(C) Large siege cannons that breached the walls
(D) Defection of the Byzantine army
(E) Conversion of the city's population
7. Which pair correctly matches an empire with its policy toward religious groups?
(A) Safavid: millet system
(B) Ottoman: imposition of Shi'a Islam
(C) Mughal under Akbar: toleration of non-Muslims
(D) Mughal under Aurangzeb: abolition of the jizya
(E) Ottoman: Din-i Ilahi
8. "The battle was decided in a few hours. The enemy's horsemen could not approach our line of musketeers and artillery chained together." This description best fits which event?
(A) The Mongol conquest of Baghdad
(B) The Ottoman victory over the Safavids at Chaldiran, 1514
(C) Akbar's religious debates
(D) The Safavid capture of Tabriz
(E) The founding of the millet system
9. Which factor best explains why rulers of the 1500s could maintain large gunpowder armies?
(A) Elimination of all trade
(B) The Protestant Reformation
(C) Decline of agriculture
(D) Increased revenue from taxation and trade
(E) Decrease in population
10. The Safavid-Mughal competition over Kandahar is best understood as an example of
(A) a rivalry between neighboring states over strategic territory
(B) a war between a Sunni empire and a Christian empire
(C) a religious dispute within Hinduism
(D) a conflict over transatlantic trade
(E) a rebellion by Janissaries

SET C Apply and Extend

Write a focused response. Use specific evidence.

11. Explain TWO ways the Ottoman Empire used institutions to govern a large, diverse population between 1450 and 1750.
12. Compare the reasons for expansion of the Ottoman and Safavid empires. Include one similarity and one difference.

3.2 Russia, China, and Other Land Empires

You will learn how Russia, Qing China, Tokugawa Japan, Songhai, and the Habsburgs expanded and consolidated power from 1450 to 1750.

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Not every large state of this era relied on the Ottoman model. In Eurasia and Africa, rulers in Moscow, Beijing, Edo, Gao, and Vienna also expanded or consolidated power. Expansion means adding territory; **consolidation** means making that territory obey a central authority through taxes, laws, officials, and loyal soldiers. As you read, ask which empires grew mainly by conquest and which mainly by strengthening control at home.

Muscovy and Russia. For about two centuries the princes of Moscow paid tribute to the Mongol Golden Horde. Ivan III (ruled 1462 to 1505) refused to pay by 1480, absorbed rival cities such as Novgorod, and began calling himself ruler of all the Russias. He also used the Byzantine double-headed eagle and the idea of Moscow as a "Third Rome," a successor to Constantinople after its fall in 1453, to boost his prestige. Ivan IV, called the Terrible, took the title **tsar** in 1547 and conquered the Tatar khanates of Kazan (1552) and Astrakhan (1556), which opened the Volga to Russian control. After him, Cossack adventurers and fur traders pushed across Siberia, and the state claimed the land and collected tribute in furs from native peoples. After a period of chaos called the Time of Troubles, the nobles chose Michael Romanov as tsar in 1613, beginning the **Romanov** dynasty that lasted until 1917.

Peter the Great (ruled 1682 to 1725) wanted Russia to become a modern military power. After touring western Europe he reorganized the army along European lines, created a navy, and defeated Sweden in the Great Northern War, including the battle of Poltava (1709), gaining Baltic coastline. He built a new capital, St. Petersburg (founded 1703), as a "window on the West." He also pressed nobles to adopt Western dress, taxed beards, expanded schools for technical training, and ranked officials by service rather than birth. Serfdom, however, remained and even tightened, so Russia's strength rested on peasants bound to the land.

Russian expansion in one sentence

Muscovy threw off Mongol rule (1480), conquered Volga khanates (1552 and 1556), crossed Siberia for furs, and under Peter the Great (1682 to 1725) Westernized its army and reached the Baltic. Romanov rule began in 1613 and relied on nobles and serfdom.

Ming to Qing China. The Ming dynasty (1368 to 1644) restored Han Chinese rule after the Mongols. It sponsored Zheng He's great naval voyages (1405 to 1433), rebuilt the Great Wall, and strengthened the civil service exam system. In later years Ming rule weakened because of costly wars, falling silver supplies, famine, and peasant rebellion. When rebels under Li Zicheng took Beijing in 1644, Ming officials invited Manchu forces from the northeast, but the Manchus took the throne for themselves. The **Qing** dynasty (1644 to 1912) had been unified by Nurhaci and his son Hong Taiji, who organized Manchu society into military units called banners. The Qing then conquered the south, and under Kangxi (1661 to 1722) and Qianlong (1735 to 1796) added Taiwan, Mongolia, Xinjiang, and Tibet.

Manchu rule shows consolidation with careful balance. The Manchus were a small minority ruling a Han Chinese majority. They forced Han men to wear the queue hairstyle as a sign of submission and reserved top military posts for banner troops, but they also kept the Confucian bureaucracy and civil service exams, gave Han scholars official jobs, and sponsored Chinese learning. They presented themselves as legitimate heirs to the Mandate of Heaven while preserving Manchu identity. China also remained central to world trade, since foreign merchants paid in silver for silk, porcelain, and tea.

Tokugawa Japan. After a century of warring domains, Tokugawa Ieyasu won the battle of Sekigahara (1600) and became shogun in 1603, establishing a government from Edo that lasted until 1868. The shogun controlled the daimyo, regional lords, with the **sankin-kotai** policy, requiring them to spend alternate years in Edo and leave family there as hostages. The warrior class of samurai became salaried officials and administrators rather than landholding fighters. To limit outside threats, the shogunate banned Christianity and restricted foreign contact, allowing only limited trade with the Dutch and Chinese at Nagasaki. Two and a half centuries of peace saw growing cities, a commercial class, and flourishing urban culture.

State	Consolidating leader or event	Main methods	Region
Russia	Ivan III, Ivan IV, Peter the Great	Conquest of khanates, Siberian fur tribute, Western-style reforms	Eurasia
Qing China	Nurhaci, Kangxi, Qianlong	Banners, Han bureaucrats, conquest of Inner Asia	East and Central Asia
Tokugawa Japan	Ieyasu	Sankin-kotai, salaried samurai, trade limits	East Asia
Songhai	Sunni Ali, Askia Muhammad	River navy, Islamic scholars, trade taxes	West Africa
Habsburgs	Charles V, Leopold I	Dynastic marriage, Catholic alliance, defense against Ottomans	Central Europe

Songhai and the Habsburgs. In West Africa, Sunni Ali (ruled 1464 to 1492) expanded Songhai along the Niger River, capturing Timbuktu and Jenne. His successor Askia Muhammad (ruled 1493 to 1528) made a pilgrimage to Mecca, promoted Islam and scholarship, and organized provinces under governors, which let the empire profit from gold and salt trade. In Europe the **Habsburg** family used marriage and inheritance to gather territories, and under Charles V in the early 1500s controlled Spain, its American colonies, the Low Countries, and lands in central Europe. The family split into Spanish and Austrian branches; the Austrian Habsburgs defended against the Ottomans, who besieged Vienna in 1529 and again in 1683.

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Compare by method

Conquest-heavy: Ottomans, Russia, Qing, Songhai (under early rulers).

Consolidation-heavy: Tokugawa Japan, and the Qing after 1683.

Marriage and inheritance: Habsburgs. Religion as glue: Songhai (Islam), Russia (Orthodoxy), Safavid (Shi'a).

EXAMPLE 1: SOURCE ANALYSIS

A Russian decree of about 1700 orders nobles to shave their beards or pay a tax and to wear German-style clothing at court. Identify ONE piece of historical context that explains this decree.

SOLUTION

Identify the ruler: this fits Peter the Great, who ruled from 1682 and traveled in western Europe.

Context: Peter wanted a modern army and navy to compete with Sweden and the Ottomans and believed adopting Western ways would help.

Support: he founded St. Petersburg in 1703, reorganized the military, and fought the Great Northern War.

Answer: the decree reflects the context of state-led Westernization to strengthen Russian military power.

EXAMPLE 2: SHORT COMPARISON

Compare how the Qing and the Tokugawa shogunate controlled their elites.

SOLUTION

Similarity: both relied on a hereditary warrior elite and tied it to the state. Qing banner troops received state support; samurai became salaried.

Difference: the Qing ruled by keeping the civil service exam and appointing Han scholars as officials. The Tokugawa instead controlled lords through sankin-kotai, forcing the daimyo to live part-time in Edo.

Conclusion: the Qing used bureaucracy and the Tokugawa used hostage-like residence rules.

Exam tip

When asked about change over time, identify the starting condition. Moscow began as a tributary of the Mongols and ended as an empire; the Ming ended with rebellion and the Qing began as outsiders. Also remember that Tokugawa Japan was not isolated from all contact. It kept controlled trade at Nagasaki, so avoid saying it was completely closed.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. What did Ivan III accomplish for Muscovy?
2. Name two methods Peter the Great used to strengthen Russia.
3. Why were the Manchus able to rule China after 1644 despite being a small minority?
4. What was sankin-kotai and what was its purpose?
5. How did Askia Muhammad promote Islam in Songhai?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement about the Romanov dynasty is accurate?
 - (A) It was established after the Time of Troubles and ruled until 1917.
 - (B) It was established by Ivan III.
 - (C) It ended Siberian expansion.
 - (D) It was an Orthodox rival to Peter the Great.
 - (E) It began under Peter in 1682.
7. The Qing dynasty can best be described as
 - (A) a Han Chinese dynasty that expelled the Mongols
 - (B) a foreign Manchu dynasty that adopted much of the Chinese bureaucratic system
 - (C) a Mongol khanate
 - (D) a dynasty that abolished the civil service exam
 - (E) a dynasty that isolated China from all trade
8. Which of the following best explains why Tokugawa Japan enjoyed a long period of peace?
 - (A) Withdrawal of all samurai from government
 - (B) Alliance with the Qing
 - (C) Strong central control over the daimyo through policies such as sankin-kotai
 - (D) Constant war with Korea
 - (E) Rule by an emperor with real power
9. Habsburg power in the 1500s grew primarily through
 - (A) naval conquest of Africa
 - (B) the devshirme
 - (C) a tribute system with Mongol khans
 - (D) dynastic marriage and inheritance
 - (E) the abolition of nobility
10. Which pair of events best illustrates firearms bringing down an older African power?
 - (A) The fall of Mali in 1235
 - (B) The Mughal victory at Panipat
 - (C) The Ottoman siege of Vienna
 - (D) The founding of Timbuktu
 - (E) The Moroccan defeat of Songhai at Tondibi in 1591

SET C Apply and Extend

Write a focused response. Use specific evidence.

11. Explain how Peter the Great's reforms changed Russia, and identify one continuity.
12. Compare Ming and Qing methods of governing China, and explain one reason the Ming fell.

3.3 Administration, Belief Systems, and Legitimacy

You will learn how land-based empires staffed their governments, raised revenue, justified their rule through religion and art, and how belief systems changed.

Conquering land is only half of building an empire. Rulers also needed officials to run provinces, taxes to pay armies, and reasons for people to accept their authority. This lesson explains three tools: administration (bureaucrats and soldiers), revenue (tribute and taxes), and **legitimacy** (the belief that a ruler has a rightful claim to power). It also traces how religion changed in this era, including the Protestant Reformation, the Sunni and Shi'a divide, and the birth of Sikhism.

Bureaucratic elites and military professionals. Rulers who wanted central control tried to rely on servants who owed everything to the throne. The Ottoman **devshirme** produced Janissaries and officials without noble families to protect. The Mughals created **mansabdars**, officials given ranks that set the number of troops they must supply; most were paid with salaries or the right to collect revenue from land and could be moved by the emperor. In Japan the Tokugawa turned samurai into salaried retainers. In China, rulers of both the Ming and Qing used scholar-officials chosen through the **Confucian civil service examination**, which tested knowledge of the classic texts and gave educated men a stake in imperial rule. Russia's tsars, especially Peter, ranked officials by service.

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Why rulers built bureaucracies

- To weaken hereditary nobles who might rival the ruler.
- To collect revenue and administer provinces consistently.
- To create loyal professionals, civil or military, whose careers depended on the state.

Raising revenue. Armies and palaces cost money, so empires developed varied tax systems. The Ottomans used **tax farming**: the state auctioned the right to collect taxes in a district to an individual, who paid a fixed sum in advance and kept the surplus. It gave the treasury cash quickly but could encourage abuse and weaken central control. In Mughal India, zamindars were local landholders who collected land revenue from peasants and passed a share to the state. Ming and Qing China moved to taxes collected in silver, a hard currency, a change supported by growing silver imports. Where societies had no money economy, as in the Mexica (Aztec) and Inca empires, rulers demanded **tribute** in goods and labor, such as cloth, food, or work service. Tributary relationships also governed diplomacy: neighboring states sent gifts to the Chinese emperor in return for recognition and trading privileges.

Legitimacy through religion. Rulers used religious ideas to claim that their power was natural or sacred. Chinese emperors held the Mandate of Heaven and performed state rituals; the Ottoman sultans claimed to protect Islam and its holy cities after 1517; the Safavid shahs claimed descent from Shi'a imams; Songhai's Askia Muhammad promoted Islam; the Mexica justified human sacrifice at the Templo Mayor as feeding the sun and keeping the cosmos in motion, which tied war and tribute to religious duty. In Europe, kings such as Louis XIV of France asserted **divine right**, the doctrine that monarchs get their authority from God and answer only to God.

Art and architecture as propaganda. Monumental buildings displayed wealth and divine favor. The Ottoman architect Sinan designed the Suleymaniye Mosque in Istanbul for Suleiman. The Mughals built mausoleums and mosques, the most famous being the Taj Mahal, built by Shah Jahan for his wife Mumtaz Mahal. The Safavids built Isfahan around a grand royal square with mosques and a palace. The Qing commissioned imperial portraits that showed emperors as Confucian sages and as Manchu warriors, and expanded the Forbidden City. The Inca built a sun temple at Cuzco, Louis XIV the palace at Versailles, and shoguns the great castles of Japan. In each case the ruler used patronage, meaning financial support of artists and builders, to make power visible.

Empire	Administrative tool	Revenue method	Legitimacy and art
Ottoman	Devshirme, Janissaries, viziers	Tax farming	Protector of Islam; Suleymaniye Mosque
Mughal	Mansabdars	Zamindar land-revenue collection	Akbar's toleration; Taj Mahal
Qing and Ming China	Exam-chosen scholar-officials	Silver-based taxes; tribute from neighbors	Mandate of Heaven; imperial portraits
France	Royal officials	Taxes on land and goods	Divine right; Versailles
Inca and Mexica	Provincial governors	Labor service and tribute lists	Sun worship; Cuzco and the Templo Mayor

Belief systems: continuity and change. The **Protestant Reformation** began in 1517 when Martin Luther criticized church practices such as the sale of indulgences, and it split western Christianity into Catholic and Protestant branches. The Catholic Church answered with its own Counter-Reformation, including the Council of Trent and the Jesuits. Both movements spread Christian faith and literacy, and rulers used religion in politics, as when German princes protected Lutherans. In the Islamic world, Ottoman-Safavid rivalry hardened the divide between Sunni and Shi'a populations; both empires claimed the right religion, and forced conversion and border wars followed. In South Asia, Sikhism arose in the Punjab, where Hindu and Muslim ideas met. Its founder Guru Nanak (1469 to 1539) taught one God, rejected caste and ritual divisions, and stressed equality and honest work. Later gurus compiled scripture, built the Golden Temple at Amritsar, and, under Guru Gobind Singh in 1699, formed the Khalsa, a community of initiated Sikhs who took on military duty after Mughal persecution of Sikh leaders.

Sikhism at a glance

- Origins: Punjab, early 1500s, in dialogue between Hinduism and Islam; founder Guru Nanak.
- Beliefs: one God, equality of people, rejection of caste hierarchy, service and community meals.
- Change over time: Guru Granth Sahib compiled; Golden Temple; Khalsa created 1699 in response to conflict with Mughals.

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EXAMPLE 1: SOURCING A DOCUMENT

A court chronicle describes the sultan as "shadow of God upon the earth, protector of the holy cities, who makes the sword and the law walk together." Explain how the author's purpose and situation shape this description.

SOLUTION

Situation: a court chronicler works for and is paid by the ruler, likely writing after 1517 when the Ottomans controlled Mecca and Medina.

Purpose: to present the sultan as a rightful divinely supported ruler and defender of Islam, which legitimizes his authority over subjects and rivals such as the Safavids.

Effect: the source is useful for how the regime wished to be seen, but may not reflect how ordinary subjects or enemies viewed him.

Conclusion: the language of protection of the holy cities is a deliberate legitimacy claim, not neutral description.

EXAMPLE 2: CONTINUITY AND CHANGE

Explain ONE way Sikhism changed between the time of Guru Nanak and 1700.

SOLUTION

Starting point: Nanak preached a peaceful, devotional faith centered on one God and equality.

Change: Under later gurus the community built institutions, such as the Golden Temple and written scripture. After the Mughal execution of Guru Arjan (1606) and later conflict, Guru Gobind Singh founded the Khalsa in 1699 and Sikhs adopted a military identity.

Continuity: the core belief in one God and equality remained.

Cause: confrontation with Mughal authority.

Common mistakes

Tax farming is not the same as tribute: tax farmers were private collectors paid by the state system, while tribute was payment from a conquered or subordinate people or state. Do not describe Sikhism as simply a branch of Islam or Hinduism; it is a distinct faith drawing on both. And divine right was a European doctrine, not a Chinese one, though Chinese emperors held the Mandate of Heaven.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain how the Confucian civil service exam helped Chinese rulers govern.
2. What is tax farming, and what was one drawback?
3. Give two examples of monumental architecture used to legitimize rule in this period.
4. What did divine right mean for a European monarch such as Louis XIV?
5. Why did Sikhism arise in the Punjab?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which institution most clearly served to create military professionals loyal to a ruler rather than to noble families?
(A) Mughal zamindar system (B) The Mexica tribute lists
(C) Russian Time of Troubles (D) Ottoman devshirme and Janissary corps
(E) The Chinese banner system alone
7. Which of the following was a purpose of Mexica human sacrifice in the empire's political system?
(A) To spread Buddhism
(B) To replace tribute
(C) To promote Protestant reform
(D) To end warfare
(E) To affirm the ruler's role in sustaining the cosmos and warn subject peoples
8. Guru Gobind Singh's creation of the Khalsa in 1699 is best understood as
(A) a rejection of one God
(B) an effort to merge Sikhism into Hinduism
(C) a response to conflict with Mughal authorities
(D) a Safavid policy
(E) an adoption of the millet system
9. Which statement best describes a similarity between the Ming and Mughal approaches to revenue?
(A) Both relied on silver or cash payments to a significant degree
(B) Both abolished taxes
(C) Both used the devshirme
(D) Both exempted peasants
(E) Both relied only on tribute
10. The Protestant and Catholic reformations had which shared effect?
(A) Both ended the influence of Christianity
(B) Both strengthened Christian commitment and expanded religious education
(C) Both unified Christians in one church
(D) Both ended political rivalry
(E) Both rejected the printing press

SET C Apply and Extend

Write a focused response. Use specific evidence.

11. Explain TWO ways rulers in land-based empires used art or architecture to legitimize their rule between 1450 and 1750.
12. Evaluate the extent to which rulers relied on religion rather than administration to hold their empires together. Use specific evidence.

3.4 Challenges, Economy, and Comparison of Empires

You will learn the economic bases and internal and external challenges of land-based empires and practice comparing them.

By 1600 the great land empires looked strong, yet most also faced stress. Costly wars, rising prices, climate trouble, and unhappy peasants and elites tested their rulers. This lesson explains those challenges, the economies and labor systems that supported the empires, and a method for comparing them. Comparison is a core AP skill, and Unit 3 is one of the best places to practice it.

Economies and labor systems. Almost all of these empires were agricultural. Most people were peasants, and rulers extracted surplus through land revenue, labor, or rent. In the Ottoman Empire, early sultans granted **timars**, rights to collect revenue from a village, to cavalry officers called sipahis, who in exchange served in the army. In Mughal India, peasants paid a share of the harvest, increasingly in silver, collected by zamindars and imperial officials. In Russia, **serfdom** bound peasants to nobles' estates and tightened over the 1600s, so nobles supported the state while serfs lacked freedom to leave. Tokugawa Japan measured wealth in rice and paid samurai stipends in rice, while a growing merchant class in Edo, Osaka, and Kyoto handled the exchange. Ming and Qing China had a very commercial economy, with tea, silk, and porcelain exported for silver. Slavery and coerced labor existed in many places, including military slavery in the Ottoman and Safavid armies and domestic slavery across Africa and Asia.

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The world economy increasingly linked these empires. Silver mined in the Americas, notably at Potosi, flowed to Europe and then to Asia, where China and India were willing to take it for goods. Silver paid soldiers and supported cash taxes. It also contributed to inflation in the Ottoman Empire, where prices rose sharply in the late 1500s while fixed salaries lost value, leaving soldiers and officials unhappy and tempting corruption. Long-distance trade in coffee, textiles, spices, and horses also brought wealth to port and caravan cities.

Labor and land terms

Timar: Ottoman grant of tax revenue from land to a cavalry soldier in exchange for service.

Serfdom: legal binding of peasants to land and lord, strongest in Russia.

Zamindar: Mughal landholder who collected revenue from peasants for the state.

Internal challenges. Peasant resistance appeared when taxes grew heavy or harvests failed. In the Ottoman lands the Celali revolts (late 1500s and early 1600s) involved displaced soldiers and peasants who attacked officials. In Russia the Cossack Stenka Razin led a large uprising on the Volga in 1670 and 1671 against nobles and officials. In Mughal India, Jat, Sikh, and Maratha movements resisted central authority, especially against Aurangzeb's taxes and religious policies. In China, famine and unpaid soldiers fueled the rebellion of Li Zicheng that toppled the Ming in 1644. Rulers also faced elite challenges: Janissaries who became powerful and demanded privileges, nobles who wanted autonomy, and provincial governors who built personal power.

Decentralization. In several empires central control weakened. After Aurangzeb died in 1707, the Mughal emperor lost authority to regional governors and the Marathas; the empire survived in name but its provinces acted independently. The Ottoman sultans increasingly relied on provincial notables who collected taxes and raised troops, so power shifted from Istanbul to local elites. The Safavid state, after Shah Abbas I, declined, and in 1722 Afghan forces captured Isfahan. These cases show a pattern: when expansion stopped, new revenue shrank, and rulers had to share power.

Climate. From roughly 1550 to 1700 the Little Ice Age brought cooler temperatures to much of the Northern Hemisphere, shorter growing seasons, and crop failure. Historians connect this to the "general crisis" of the 1600s, including famines in Ming China, unrest in the Ottoman Empire, and rebellions across Europe. Climate did not cause these events alone, but poor harvests made states with heavy taxes more vulnerable.

Rivalries and wars. Competition among states drained resources. The Ottomans fought the Safavids for Iraq and Caucasus lands and the Habsburgs for Hungary and the Danube; their failed siege of Vienna in 1683 was followed by the Treaty of Karlowitz (1699), when they gave up Hungary, the first major Ottoman territorial loss. Russia fought Sweden and Poland and the Qing struggled against the Dzungars in Central Asia. Wars brought expansion for winners, but also debt and taxes.

Feature	Ottoman	Mughal	Qing	Russia
Expansion method	Cannons, navy, conquest	Cannons, Rajput alliances	Banner army, conquest of Inner Asia	Cossacks, conquest of khanates, Siberia
Elite tool	Devshirme, timar	Mansabdars	Exam-chosen scholars	Service nobility
Religion	Sunni; millet	Muslim rulers, Hindu majority	Confucian state; Manchu identity	Orthodox Christian
Challenge	Inflation, Janissaries, notables	Succession wars, Marathas	Maintaining Manchu identity	Serf unrest, Razin

How to compare empires

Pick one category (such as how rulers consolidated power or treated religion) and state a similarity and a difference.

Use the word "whereas" or "both" to show the comparison, and give a specific example for each empire.

Add an explanation of why the difference exists, for instance that the Mughals ruled a Hindu majority.

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EXAMPLE 1: SHORT COMPARISON

Compare the political challenges faced by the Ottoman and Mughal empires in the 1600s and early 1700s.

SOLUTION

Similarity: both faced powerful provincial elites who gained influence as central authority eroded. Ottoman notables took over tax collection; Mughal governors and Marathas became independent after 1707.

Difference: Mughal challenges came from religious and regional movements against Aurangzeb, including Maratha and Sikh resistance, whereas the Ottomans faced military rebellions by Celali groups and Janissary demands.

Explanation: the Mughals ruled a religiously mixed subcontinent, while the Ottomans depended on an expensive, firearm-armed standing army.

This structure gives the claim, specific evidence, and an explanation.

EXAMPLE 2: CAUSATION

Explain how the Little Ice Age contributed to political instability in the 1600s.

SOLUTION

Cooler weather shortened growing seasons and caused crop failures.

Food shortages and higher prices increased peasant hardship while taxes did not fall.

Example: famine in northern China, combined with unpaid soldiers and tax burdens, fueled Li Zicheng's rebellion that ended the Ming in 1644.

Qualification: climate was one factor; fiscal weakness and military failure also mattered.

Exam tip

A comparison point requires both a similarity or difference and an explicit reason or example for each side. Naming only one empire, or listing facts side by side without stating the comparison, earns no credit. Also avoid saying the empires "fell" by 1750: the Ottomans, Qing, and Russia remained strong, while the Mughals and Safavids were the ones that weakened or collapsed.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. What was the timar system and why did the Ottomans use it?
2. Describe one cause and one effect of inflation in the Ottoman Empire in the late 1500s.
3. How did the Little Ice Age contribute to crises in the 1600s?
4. Identify one sign of Mughal decentralization after 1707.
5. Why was the Treaty of Karlowitz (1699) significant?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which factor most directly connects the following events: the Celali revolts, Stenka Razin's rebellion, and Li Zicheng's uprising?
(A) Popular reaction to heavy taxation, hardship, and elite corruption
(B) Religious conflict between Catholics and Protestants
(C) Conquest by European navies
(D) Spread of Sikhism
(E) Mongol invasions
7. Which statement about serfdom in Russia is most accurate?
(A) It was abolished by Peter the Great
(B) It was based on Mandate of Heaven
(C) It bound peasants to the land and tightened during the 1600s
(D) It was a form of tribute paid to the Mongols
(E) It was unique to Japan
8. A historian argues that gunpowder empires generally prospered while expanding and struggled once expansion ended. Which evidence best supports this claim?
(A) Akbar's religious toleration
(B) The founding of St. Petersburg
(C) The building of the Taj Mahal
(D) The Treaty of Karlowitz after Ottoman territorial limits
(E) The creation of the Khalsa
9. Which pair most accurately compares Qing and Ottoman rule?
(A) Both were ruled by minorities who kept bureaucracies staffed by the majority
(B) Both abolished the examination systems
(C) Both were ruled by Hindus
(D) Both had Shi'a state religions
(E) Both were maritime empires only
10. What was a major long-term effect of American silver on Eurasian economies?
(A) It made trade impossible
(B) It reduced Chinese demand for goods
(C) It ended agriculture
(D) It destroyed the Safavid silk trade completely
(E) It spurred monetization of taxes and trade, and contributed to inflation in some regions

SET C Apply and Extend

Write a focused response. Use specific evidence.

11. Compare the causes of weakening in TWO of the following empires between 1600 and 1750: Ottoman, Mughal, Safavid.
12. Evaluate whether economic or political factors were more important in the rise of unrest in the land-based empires. Include evidence.

3.5 Multiple-Choice Practice: Land-Based Empires (c. 1450 to 1750)

Twenty AP-style questions covering all of Unit 3.

Choose the best answer for each question. Read stimulus passages carefully, identify the historical context, and eliminate choices that are out of period, wrong region, or too extreme.

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SET A Core Concepts

Choose the best answer.

1. Which development most directly enabled Mehmed II to capture Constantinople in 1453?
 - (A) A naval alliance with Venice
 - (B) The devshirme levy
 - (C) Use of large siege cannons against the city walls
 - (D) The conquest of Egypt
 - (E) Safavid military aid
2. The millet system of the Ottoman Empire primarily allowed
 - (A) Muslim subjects to avoid taxes
 - (B) non-Muslim communities to run religious and legal affairs under their own leaders
 - (C) the sultan to appoint only Janissaries as governors
 - (D) the conversion of all Christians
 - (E) tax farmers to collect taxes
3. Shah Ismail's establishment of Twelver Shi'a Islam in Safavid Iran most directly
 - (A) ended all conflict with the Ottomans
 - (B) caused the Safavids to adopt the millet system
 - (C) made Persia part of the Mughal Empire
 - (D) led to the Protestant Reformation
 - (E) increased religious and political rivalry with Sunni neighbors
4. "Let there be no compulsion with respect to the creed; let each person be left to follow his own faith, and no fee be levied for it." The policy best illustrated by this statement was most associated with
 - (A) Akbar's rule in Mughal India
 - (B) Shah Abbas's Isfahan
 - (C) Peter the Great's reforms
 - (D) Ottoman devshirme
 - (E) Aurangzeb's rule
5. Which of the following Mughal military developments is most closely associated with Babur's victory at Panipat in 1526?
 - (A) Mass cavalry charges alone
 - (B) Naval blockade
 - (C) Use of Janissary corps
 - (D) Effective use of field artillery and matchlock infantry
 - (E) Reliance on elephants
6. Songhai's defeat at Tondibi in 1591 illustrates which broader pattern?
 - (A) Religious conversion produced military victory
 - (B) Sea power was decisive in African conflicts
 - (C) Firearms allowed some states to overthrow older powers
 - (D) Land empires always won against maritime empires
 - (E) Tribute systems eliminated wars
7. Which statement best compares the Ottoman and Safavid empires in the 1500s?
 - (A) Both used gunpowder and centralized rule, but they differed in their state religion.
 - (B) Both were Shi'a empires
 - (C) Both were governed by Hindu rulers
 - (D) Both had no armies
 - (E) Both were located in the Americas

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SET B Applications and Data

Choose the best answer.

8. "Our sovereign bade us abandon the old Muscovite dress, shave off our beards, and learn the ways of the Germans. He built a city on the swamp where the Neva meets the sea." This passage most likely refers to reforms of
- (A) Ivan III (B) Ivan IV (C) Michael Romanov
(D) Peter the Great (E) Tokugawa Ieyasu
9. Which effect did the sankin-kotai system have in Tokugawa Japan?
- (A) It ended the shogunate
(B) It limited the power of the daimyo and strengthened the shogun.
(C) It encouraged the daimyo to wage war
(D) It banned samurai from cities
(E) It created a Confucian exam system
10. Which of the following best describes the Manchu policy toward the Han Chinese after 1644?
- (A) They abolished the civil service exam
(B) They destroyed all Ming institutions
(C) They allowed Han men to dominate every military post
(D) They ended tribute relationships
(E) They kept the Confucian bureaucracy while requiring symbolic submission such as the queue.
11. The following table shows a tax revenue pattern.
Ottoman cash tax revenue: 1550, 100 units; 1600, 140 units; prices in the same period rose about 100 percent.
Which conclusion is best supported?
- (A) Real revenue grew little despite higher nominal taxes because of inflation.
(B) Ottoman revenue collapsed
(C) Prices fell
(D) Taxes were abolished
(E) Inflation had no effect
12. The Mughal mansabdari system is best described as
- (A) a religious tax on Hindus
(B) a form of serfdom
(C) a system of ranked officials who owed military and administrative service
(D) a tribute to China
(E) a Persian trading company
13. Which statement about Sikhism is accurate?
- (A) It was founded by Akbar
(B) It required caste hierarchy
(C) It originated in Japan
(D) It began in the Punjab in a context of interaction between Hinduism and Islam.
(E) It grew out of the Protestant Reformation
14. Which practice by rulers is the best example of using monumental architecture to legitimize authority?
- (A) Peasants rebelling in Russia
(B) Shah Jahan building the Taj Mahal and Mughal mausoleums
(C) Ottoman tax farming
(D) The Treaty of Karlowitz
(E) The Cossack conquest of Siberia

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SET C Exam-Level Stretch

Choose the best answer.

15. "The more the sultan relied on local notables to collect taxes and supply troops, the less the provinces looked to Istanbul." This statement best illustrates
- (A) decentralization (B) economic expansion
(C) religious conversion (D) bureaucratic reform by Janissaries
(E) the success of the millet system
16. Which of the following best explains the Little Ice Age's role in political instability?
- (A) It increased silver production
(B) It ended warfare
(C) Cooler weather reduced harvests and worsened discontent in tax-burdened societies.
(D) It improved agriculture across Eurasia
(E) It caused the Protestant Reformation
17. Which pair of empires experienced significant decline or collapse in the early 1700s?
- (A) Qing and Tokugawa (B) Russian and Qing (C) Ottoman and Russian
(D) Songhai and Habsburg (E) Mughal and Safavid
18. A historian who argues that the gunpowder empires shared a common pattern of expansion and consolidation would most likely point to
- (A) their use of firearms, bureaucracies, and religious legitimacy
(B) their identical religions
(C) their equal sizes
(D) their lack of rivalries
(E) their rejection of trade
19. Which of the following was a similarity between Russia's and the Qing's expansion?
- (A) Both relied on naval conquests
(B) Both abandoned bureaucracy
(C) Both avoided firearms
(D) Both expanded into Central Asia and Siberia or Inner Asia, claiming new tribute and territory.
(E) Both allied with Songhai
20. The Treaty of Karlowitz (1699) is best seen as evidence of
- (A) Mughal expansion (B) Ottoman territorial retreat from Europe
(C) Russian defeat by Sweden (D) Songhai independence
(E) Qing conquest of Taiwan

3.6 Free-Response Practice: Land-Based Empires (c. 1450 to 1750)

Four free-response tasks modeled on the AP exam: two short-answer questions, a document-based question, and a comparison essay.

Question 1 and 2 are short-answer questions worth 3 points each. Question 3 is a document-based question scored on thesis, contextualization, evidence from documents, outside evidence, sourcing, and complexity (7 points). Question 4 is a long essay scored on thesis, context, evidence, and analysis and reasoning (6 points). Write complete responses, then check the scoring points in the answers.

QUESTION 1 Short Answer: Ottoman Devshirme

Use the passage to answer all parts. Passage (paraphrased from a European diplomat's letter, 1560s): "The sultan's strength lies not in noble birth. Boys taken from Christian villages are trained until they know no father but their master. The best of them become commanders and ministers; the rest are stationed as guards with firearms. Honors fall on talent and loyalty alone."

1. (a) Identify ONE piece of historical context that explains the practice described in the passage.
2. (b) Explain ONE way the practice described in the passage helped the Ottoman sultans consolidate power.
3. (c) Explain ONE way the diplomat's point of view or situation might limit the passage's reliability.

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QUESTION 2 Short Answer: Belief and Rule

Answer all parts. No stimulus is provided for this question.

4. (a) Identify ONE way that the Sunni-Shi'a split within Islam was intensified between 1450 and 1750.
5. (b) Explain ONE way that rulers in a land-based empire other than the Ottomans or Safavids used religion to legitimize power.
6. (c) Explain ONE continuity or change in the development of Sikhism between 1500 and 1700.

QUESTION 3 Document-Based Question: Rulers and Their Subjects

Evaluate the extent to which rulers of land-based empires relied on religious toleration and flexibility to govern diverse populations from 1450 to 1750. Documents (original summaries): Document 1, an Ottoman decree of the 1500s, assigns Orthodox Christian subjects their own church courts and a separate tax. Document 2, a Mughal court chronicle of the 1560s, records the emperor's abolition of the tax on non-Muslims and appointment of Hindu nobles. Document 3, a Safavid chronicle of the early 1500s, records that the shah ordered preachers to curse the first three caliphs and required subjects to practice Shi'a Islam. Document 4, a Qing edict of 1645, orders Han men to adopt the Manchu queue hairstyle or face punishment. Document 5, a Russian official's report of the 1600s, describes native Siberian peoples paying fur tribute while keeping their customs.

7. (a) 1 point: Respond to the prompt with a historically defensible thesis that establishes a line of reasoning.
8. (b) 1 point for context, 2 points for evidence from documents: Describe a broader historical context and use the content of at least three documents, then use content from at least six documents for the second evidence point.
9. (c) 1 point for outside evidence, 1 point for sourcing: Use one piece of outside evidence not found in the documents, and explain how the point of view, purpose, situation, or audience of at least one document affects its use.
10. (d) 1 point: Show complexity by qualifying or modifying your argument, for example by comparing documents or explaining continuity and change.

QUESTION 4 Long Essay: Comparison

Compare the methods by which TWO of the following empires increased their influence between 1450 and 1750: Ottoman, Mughal, Russian, Qing. Write a complete essay.

11. (a) 1 point: State a thesis that makes a claim and establishes a line of reasoning about the comparison.
12. (b) 1 point: Provide context, such as the rise of gunpowder empires or the weakening of earlier powers.
13. (c) 2 points: Support the argument with specific evidence for EACH empire (for example, Ottoman devshirme and Constantinople in 1453, Mughal Panipat in 1526 and Akbar's alliances, Russian conquest of Kazan and Siberia, Qing banners and conquest of Xinjiang).
14. (d) 2 points: Explain at least one similarity AND one difference in methods, then account for the reason for a difference or show the complexity of the comparison.

Answers Unit 3: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

3.1 Empires Expand: Ottoman, Safavid, and Mughal**SET A · CHECK YOUR UNDERSTANDING**

1. Mehmed II's conquest ended the Byzantine Empire and gave the Ottomans a strategic capital controlling the straits between Europe and Asia. It showed that large cannons could defeat even massive walls, and it let the sultan claim the prestige of ruling a legendary imperial city.
2. The devshirme was the periodic levy of Christian boys from the Balkans, who were converted and trained for state service. Its purpose was to create soldiers and administrators loyal only to the sultan, reducing the influence of hereditary Turkish nobles.
3. He made Twelver Shi'a Islam the state religion in 1501 and encouraged conversion. This set Iran apart from Sunni neighbors and deepened rivalry with the Ottomans, turning a political contest into a religious one as well.
4. Akbar abolished the jizya on non-Muslims and appointed Hindu Rajputs to high office. He also sponsored interfaith discussions. These steps helped him win the loyalty of the Hindu majority and strengthened Mughal rule.
5. Morocco sent an army equipped with muskets and cannons across the Sahara, while Songhai relied mainly on traditional cavalry and infantry. The firearms won the battle of Tondibi, showing how gunpowder allowed a smaller state to topple an older power.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Mehmed II's massive cannons broke the walls that had protected the city for centuries. A is wrong because the Safavids did not exist as a state until 1501 and were not allies, and D is wrong since Byzantium was too weak to defect.
7. C. Akbar's ending of the jizya and inclusion of Hindus illustrate toleration. B is the tempting error: the Safavids, not the Ottomans, imposed Shi'a Islam, and D reverses history because Aurangzeb restored the jizya.
8. B. Chaldiran is the standard example of Ottoman firearms defeating Safavid cavalry. D is wrong because Ismail's capture of Tabriz in 1501 was won by Qizilbash warriors, not by firearms against a gun line.
9. D. Muskets and cannons required money, and expanding trade and tax systems supplied it. A is the opposite of the truth, and B concerns Europe's religious history rather than state finance.
10. A. Kandahar guarded routes between Iran and India, so two empires contested it. B is wrong because both were Muslim states, and D fails since the dispute was overland.

SET C · APPLY AND EXTEND

11. Model response with scoring: 1 point for describing the devshirme and Janissaries as a way of creating loyal soldiers and officials. 1 point for describing the millet system as self-governing religious communities under their own leaders. 1 point (optional extension) for linking either to stability, since non-Muslim subjects paid taxes and the sultan avoided dependence on nobles. A strong answer names specific groups, such as Balkan Christians or Armenians and Jews.
12. Model response with scoring: 1 point for a similarity, for example both used firearms and cavalry, built centralized states, and exploited trade revenues. 1 point for a difference, for example the Ottomans emphasized conquest across three continents with Janissary infantry and a navy while the Safavids built an Iranian state around Shi'a identity and Qizilbash, later Shah Abbas's gunpowder slave-soldiers. 1 point for explaining that their clash at Chaldiran in 1514 and after tied religion to rivalry.

3.2 Russia, China, and Other Land Empires**SET A · CHECK YOUR UNDERSTANDING**

1. He stopped paying tribute to the Golden Horde around 1480, absorbed Novgorod and other rival principalities, and claimed leadership of the Orthodox world after Constantinople fell. These steps made Moscow the core of a larger Russian state.
2. He modernized the army and built a navy on European lines, and he founded St. Petersburg to connect Russia to the west and the Baltic. He also pushed Western dress and technical education and ranked officials by service.
3. They had a disciplined banner army and took advantage of Ming collapse after rebellion. They also kept the Chinese bureaucracy and exams, employed Han officials, and claimed the Mandate of Heaven, which gave their government legitimacy.
4. It required daimyo to spend alternate years in Edo and leave their families there when they returned home. It made it expensive and difficult for lords to plot rebellion, and it strengthened the shogun's control.
5. He made the pilgrimage to Mecca in 1496, supported Muslim scholars and the learning center of Timbuktu, and used Islamic law and officials to govern. This linked the empire to the wider Muslim world and strengthened his legitimacy.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. The Romanovs began with Michael in 1613 and ended with the Revolution in 1917. E is the common error: Peter was already a Romanov, not the founder.
7. B. The Manchus were outsiders who kept Confucian institutions. A describes the Ming, which preceded the Qing, and D is wrong because the exams continued.
8. C. The shogunate restrained regional lords with residence rules and surveillance, preventing the warfare of earlier centuries. E fails because emperors were figureheads in Kyoto while shoguns held power.
9. D. Marriage alliances brought Spain, the Low Countries, and central European lands under one family. B is incorrect because the devshirme was an Ottoman institution.
10. E. Moroccan musketeers decisively defeated Songhai. B is a gunpowder victory but occurred in India, not Africa.

SET C · APPLY AND EXTEND

11. Model response with scoring: 1 point for a specific reform (army and navy modernization, St. Petersburg, Western dress, ranking by service). 1 point for explaining the effect, such as military victory over Sweden and access to the Baltic and greater European engagement. 1 point for a continuity, for example the persistence or strengthening of serfdom and autocratic power, which meant the changes strengthened the tsar rather than limiting him.
12. Model response with scoring: 1 point for a similarity, such as both using the civil service exam and Confucian bureaucracy. 1 point for a difference, for example the Qing were Manchu outsiders who used banners and the queue order while the Ming were Han rulers. 1 point for a valid cause of Ming collapse, such as fiscal strain, famine, falling silver revenue, or rebellion led by Li Zicheng in 1644.

3.3 Administration, Belief Systems, and Legitimacy

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SET A · CHECK YOUR UNDERSTANDING

1. It selected officials by knowledge of Confucian texts rather than birth, which created an educated bureaucracy loyal to the throne. Candidates' families also gained a stake in the dynasty, and exams spread common values across the empire.
2. Tax farming is a system in which the state sells the right to collect taxes in an area to an individual who pays upfront and keeps the surplus. One drawback was that collectors could overtax peasants, and the state lost control over its revenue.
3. The Taj Mahal and Suleymaniye Mosque are two examples, and Versailles and the Inca sun temple at Cuzco also work. Each displayed the wealth, piety, or divine favor of its patron.
4. It meant that the king held power directly from God, so subjects owed obedience and the nobles and parliaments should not limit him. It supported absolutist rule in France.
5. The region lay where Hindu and Muslim communities lived side by side, and Guru Nanak drew on ideas from both, such as devotion to one God, while rejecting caste distinctions and ritual divisions. Interaction between traditions produced a new faith.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Janissaries were recruited as outsiders who depended solely on the sultan. A is wrong because zamindars collected taxes and were local landholders, not soldiers loyal to the throne.
7. E. Sacrifice tied imperial war, captives, and religion together and displayed power. B is wrong because sacrifice complemented tribute rather than replacing it.
8. C. After persecution of earlier gurus, the Khalsa gave Sikhs a disciplined, martial community. B is wrong because Sikh identity was becoming more distinct, not absorbed.
9. A. Ming tax reforms and Mughal land-revenue demands in cash both used silver. D fails because peasants were the main taxpayers in each empire.
10. B. Each side spread schooling and renewed devotion, using printing. C is incorrect because the Reformation permanently divided western Christianity.

SET C · APPLY AND EXTEND

11. Model response with scoring: 1 point for each specific example (Taj Mahal, Suleymaniye Mosque, Versailles, Qing portraits, Cuzco sun temple, Isfahan square). 1 point for each explanation that connects the monument to power, such as showing wealth, piety, divine favor, or the ruler's role as protector. A strong response names the patron and the audience.
12. Model response with scoring: 1 point for a clear claim (for example, that both mattered but administration was more important for daily control). 1 point for religious evidence such as Safavid Shi'a identity, Ottoman protection of Mecca and Medina, or divine right. 1 point for administrative evidence such as devshirme, mansabdars, Confucian exams, or tax farming. 1 point for explaining how evidence supports the claim, including how religion without institutions could fail, as when Aurangzeb's religious policy provoked resistance.

3.4 Challenges, Economy, and Comparison of Empires**SET A · CHECK YOUR UNDERSTANDING**

1. A timar was a grant of the right to collect revenue from land, given to cavalry soldiers called sipahis in return for military service. It paid for a provincial army without needing large payments from the treasury.
2. One cause was the large inflow of American silver, which raised prices as the money supply grew. One effect was that fixed salaries lost purchasing power, causing discontent among soldiers and officials and encouraging corruption.
3. Cooler weather shortened growing seasons and produced harvest failures. Hungry populations burdened by taxes revolted in several places, as in late Ming China, so climate intensified existing political and fiscal problems.
4. After Aurangzeb died, regional governors and the Maratha confederacy acted independently of the emperor in Delhi and kept their own revenues and armies. The emperor remained a symbol but had little power.
5. It ended a war after the failed siege of Vienna and made the Ottomans give Hungary and other lands to the Habsburgs. It marked the first major Ottoman territorial retreat in Europe and the start of military decline relative to neighbors.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. All three were upheavals among peasants, soldiers, and displaced groups under pressure. B is wrong because none of these empires were Catholic or Protestant kingdoms in conflict.
7. C. Serfdom was strengthened to support the nobility and the tsar. A is the tempting error, because Peter used serfs for his projects and did not end the system.
8. D. After the Ottomans stopped gaining territory and lost Hungary, financial and military pressure grew. B is wrong because St. Petersburg shows Russian expansion and growth, not a limit.
9. A. Manchus ruled a Han majority; Ottoman Turks ruled many Christians, Arabs, and Slavs, using local or recruited officials. D is wrong since Shi'a was Safavid.
10. E. Silver increased money in circulation and made cash taxes possible, and in the Ottoman world it helped raise prices. B reverses the truth: China's demand for silver drew it eastward.

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SET C · APPLY AND EXTEND

11. Model response with scoring: 1 point for an accurate similarity (for example, loss of central control to provincial elites or declining revenue). 1 point for an accurate difference (for example, Mughal decline tied to Aurangzeb's long wars and Maratha revolt, Ottoman problems tied to inflation and Janissary power, Safavid collapse tied to weak rulers and the Afghan invasion of 1722). 1 point for a specific piece of evidence for each empire named. 1 point for explaining why the difference exists.
12. Model response with scoring: 1 point for a defensible claim. 1 point for economic evidence (silver and inflation, heavy taxes, famine from the Little Ice Age). 1 point for political evidence (Janissary power, succession struggles, provincial autonomy, war debt). 1 point for reasoning that links the evidence to the claim, perhaps arguing that economic stress made political weaknesses dangerous. A nuanced response acknowledges overlap.

3.5 Multiple-Choice Practice: Land-Based Empires (c. 1450 to 1750)

SET A · CORE CONCEPTS

1. C. Cannon fire breached walls that had protected the city for centuries. Venice was a rival, not an ally, in these years, so an alliance with it is wrong.
2. B. Millets gave self-governance to religious minorities in exchange for loyalty and taxes. The claim that all Christians were converted is wrong because the Ottomans generally allowed minorities to keep their faith.
3. E. Making Shi'a the state religion sharpened the Sunni-Shi'a divide and fed Ottoman-Safavid wars. The assertion that conflict ended is wrong because the 1514 battle of Chaldiran soon followed.
4. A. Akbar ended the jizya and promoted toleration to rule a Hindu-majority society. Aurangzeb is the distractor: he reimposed the jizya in 1679, the opposite policy.
5. D. Babur's guns broke the Delhi Sultanate's larger army. Elephants were used by the sultan and proved vulnerable to the noise and fire, so they do not explain the Mughal win.
6. C. Moroccan musketeers defeated a larger Songhai force, similar to gunpowder outcomes elsewhere. Naval power is wrong because the battle occurred inland after a desert crossing.
7. A. The Ottomans were Sunni and the Safavids Shi'a. The claim that both were Shi'a is the typical mistake and is false.

SET B · APPLICATIONS AND DATA

8. D. St. Petersburg and Western dress and beard policy point to Peter the Great. Ivan IV is wrong because he conquered Kazan and Astrakhan and lived long before the city's founding in 1703.
9. B. Forcing lords to maintain residences in Edo cost money and kept their families as hostages. Encouraging war is wrong because the policy supported two centuries of peace.
10. E. The Qing blended inherited institutions with measures that preserved Manchu control. Abolishing the exams is wrong; the exams continued and gave Han scholars careers.
11. A. Revenue rose 40 percent while prices rose 100 percent, so purchasing power fell. Collapse is too strong since revenue actually rose in nominal terms.
12. C. Mansabdars held ranks tied to troops and duties and were paid by the emperor. The jizya was a separate tax on non-Muslims, so the first option fails.
13. D. Guru Nanak drew on both traditions while creating a distinct faith. The idea that it required caste hierarchy is false; Sikhism rejected caste distinctions.
14. B. Great monuments projected the wealth and piety of rulers. Tax farming is an administrative revenue practice, not art or architecture.

SET C · EXAM-LEVEL STRETCH

15. A. Delegating tax and military duties to local elites weakened central control, which is the definition of decentralization. The statement does not describe growth, so expansion is wrong.
16. C. Crop failure raised food prices and unrest, as in late Ming China. A view that it improved harvests is the opposite of the evidence.
17. E. Mughal power fragmented after 1707 and the Safavids fell after 1722. The Qing and Russia were in growth phases, so the pairing with them is wrong.
18. A. These shared features appear across the Ottoman, Safavid, and Mughal states. Identical religion is wrong because the empires differed by Sunni, Shi'a, and mixed populations.
19. D. Russia pushed across Siberia, and the Qing expanded into Mongolia, Xinjiang, and Tibet. The choice about naval conquest is wrong because both were land powers.
20. B. The Ottomans gave up Hungary, the first major loss. Russian defeat by Sweden is wrong because Russia won at Poltava in 1709.

3.6 Free-Response Practice: Land-Based Empires (c. 1450 to 1750)

QUESTION 1 · SHORT ANSWER: OTTOMAN DEVSHIRME

1. 1 point: names a valid context, such as the Ottoman need for a loyal army and bureaucracy to govern a large, expanding empire, the use of firearms and standing infantry, or the devshirme and Janissary system itself in the 1500s.
2. 1 point: explains consolidation, for example that officials and Janissaries drawn from outside noble families owed loyalty to the sultan alone, which reduced the power of hereditary Turkish elites and made the army reliable and gunpowder-armed.
3. 1 point: explains a limitation, for example that the diplomat was a foreign Christian observer, perhaps shocked or impressed, writing to a European audience, so he may exaggerate the harshness or the meritocracy. Credit also for noting that he describes the system from outside.

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QUESTION 2 · SHORT ANSWER: BELIEF AND RULE

4. 1 point: identifies a valid development, such as Shah Ismail making Twelver Shi'a the Safavid state religion in 1501, or Ottoman-Safavid wars such as Chaldiran in 1514, which tied religious identity to political rivalry.
5. 1 point: explains a valid example, for instance the Mughal Akbar's tolerant policy to win Hindu support, Russian tsars as defenders of Orthodoxy, Songhai's Askia Muhammad promoting Islam, or French divine right. The explanation must connect the religious idea to the ruler's authority.
6. 1 point: describes continuity (belief in one God and equality) or change (from Guru Nanak's devotional teaching to the compilation of scripture, the Golden Temple, and the Khalsa in 1699 after conflict with the Mughals), with brief explanation.

QUESTION 3 · DOCUMENT-BASED QUESTION: RULERS AND THEIR SUBJECTS

7. Thesis (1 point): a claim such as: Rulers relied on toleration and flexibility more than on uniformity in empires with religiously mixed populations, such as Ottoman and Mughal lands, but the Safavids and Qing used stricter conformity, so toleration was one tool among several. It must answer the question, not just restate it.
8. Context (1 point): the rise of gunpowder empires after 1450 that ruled many peoples and needed stable control. Evidence (up to 2 points): Documents 1 and 2 show toleration (Ottoman millet courts, Akbar ending the tax), Document 5 shows tolerance of local customs in return for tribute, while Documents 3 and 4 show enforced conformity. Using three documents earns the first point; using six requires careful grouping.
9. Outside evidence (1 point): for example, Aurangzeb reimposed the jizya in 1679 or the Ottoman devshirme or the Tokugawa ban on Christianity. Sourcing (1 point): for example, Document 2 is a court chronicle written to praise the emperor so it may exaggerate his generosity, or Document 3 was written by a Safavid insider promoting the dynasty's religious claims.
10. Complexity (1 point): qualifies the thesis, for example by noting the tolerant rulers also taxed minorities or reversed policy over time (Aurangzeb), that toleration served practical goals such as revenue and loyalty, and that Safavid or Qing enforcement served identity and control. Credit for similarity and difference across regions.

QUESTION 4 · LONG ESSAY: COMPARISON

11. Thesis (1 point): for example, both the Ottomans and Mughals used firearms and loyal officials to expand, but the Ottomans combined conquest with the devshirme and a powerful navy while the Mughals stressed alliances with local elites and toleration of a Hindu majority.
12. Context (1 point): describes the post-Mongol political landscape or the spread of gunpowder technology in Eurasia before 1450 that allowed ambitious states to build larger armies.
13. Evidence (2 points): one point for specific accurate evidence about each empire. Examples: Ottoman capture of Constantinople with cannons and Selim's conquest of Egypt in 1517; Mughal victory at Panipat 1526 and mansabdar system. Vague claims such as 'strong army' earn no credit.
14. Analysis (2 points): one point for a clearly explained similarity (gunpowder, bureaucratic elites, religious legitimacy) and a difference (devshirme versus Rajput alliances; naval power versus overland conquest). The second point is for explaining why, such as differences in the religion of subjects or in neighbors, or for showing complexity, such as Aurangzeb's reversal of Akbar's approach.

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Unit 4: Transoceanic Interconnections (c. 1450 to 1750).

8 sections with explanations and worked examples, then 105 practice problems. Answers and full explanations are at the end of the chapter.

4.1 Technology and Motives for Exploration

You will explain how borrowed technology and state-backed motives allowed Europeans to cross the oceans, and how that differed from Ming China's voyages.

Before 1450, the oceans were crossed mostly by coastal traders and monsoon sailors. By 1750 ships linked every inhabited continent. This lesson explains **why** Europeans, and not other powers, led the push across open water, and **how** borrowed knowledge made it possible.

Context. European merchants in cities like Venice and Genoa bought Asian spices, silk, and porcelain from Muslim and Indian Ocean middlemen, and each handoff raised the price. Rulers on the Atlantic edge of Europe (Portugal, Spain, later England, France, and the Dutch Republic) had little share of that profit. They also had fresh motives: the Spanish and Portuguese had just finished pushing Muslim rulers off the Iberian Peninsula (the Reconquista, completed in 1492), which fused religious zeal with royal ambition. The shorthand is **God, gold, and glory**.

Key idea: borrowed technology

European navigation drew on knowledge from the Classical, Islamic, and Asian worlds, then combined it with new ship designs and a better understanding of Atlantic wind and current patterns.

Almost nothing was invented from scratch: the lateen sail, compass, astrolabe, and gunpowder weapons all arrived through cross-cultural contact.

Technology	Origin and path	Why it mattered
Lateen sail (triangular)	Used on Arab and Indian Ocean ships	Let ships sail closer to the wind and tack against it
Magnetic compass	Developed in China, spread through Islamic lands	Gave direction when land and stars were out of sight
Astrolabe and quadrant	Greek and Islamic astronomy	Let navigators find latitude from the sun or stars
Astronomical and portolan charts	Islamic, Jewish, and Italian mapmakers	Recorded coasts, distances, and star positions
Gunpowder cannon	Invented in China	Mounted on ships, they let small crews overpower larger ports and fleets
Caravel, carrack, fluyt	European designs	Caravel: small, fast, and maneuverable (Portugal). Carrack: large and armed for cargo. Fluyt: cheap Dutch freighter needing a small crew

Winds and currents. Sailors learned that the trade winds push ships west near the equator and the westerlies push them east in the north. Portuguese captains discovered that the best way home from West Africa was to swing far out into the Atlantic and catch the westerlies, a route called the volta do mar. Mastering these patterns, more than any single machine, opened the oceans.

The Portuguese lead. Portugal's Prince Henry (called the Navigator) sponsored voyages down the West African coast beginning in the 1410s, seeking gold, allies against Muslim powers, and a sea route to Asia. Bartolomeu Dias rounded the southern tip of Africa in 1488, and Vasco da Gama reached Calicut in India in 1498 by crossing the Indian Ocean with the help of a local pilot. Portugal then used armed ships to seize ports such as Goa, Malacca, and Hormuz and build a **trading-post empire**, which controlled coastal trade rather than large territories.

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Spain and the others. Spain's monarchs Isabella and Ferdinand sponsored Christopher Columbus, a Genoese captain who argued that Asia could be reached by sailing west. In 1492 he reached the Caribbean instead. The Treaty of Tordesillas (1494) then divided claims outside Europe between Spain and Portugal, and Ferdinand Magellan's expedition (1519-1522) was the first to circle the globe. England, France, and the Dutch Republic, shut out of the southern routes, sponsored northern voyages by John Cabot, Jacques Cartier, and Henry Hudson, hoping to find a Northwest Passage to Asia.

Mercantilism. Rulers backed exploration because of **mercantilism**, the belief that a state's power depends on its stock of gold and silver and on exporting more than it imports. Colonies, in this view, should supply raw materials and buy the mother country's goods. The same logic led states to give merchants monopoly rights, which Lesson 4.3 develops.

Definitions to know

Mercantilism: an economic policy in which the state regulates trade, builds colonies, and seeks a favorable balance of trade to accumulate bullion.

Trading-post empire: a network of fortified coastal ports used to control and tax trade, rather than rule inland territory.

The contrast with Zheng He. Between 1405 and 1433 the Ming admiral Zheng He led seven enormous fleets, with treasure ships far bigger than any caravel, to Southeast Asia, India, Arabia, and East Africa. These voyages displayed Ming power and collected tribute from rulers, but they did not create colonies or an armed trade network. Confucian officials who distrusted costly overseas ventures and wanted resources for defense on the northern frontier won the argument, and the voyages stopped. European states, in contrast, sponsored many smaller, repeated expeditions that were expected to turn a profit.

EXAMPLE 1: CONTEXTUALIZATION

Explain one historical context that helps explain why the Portuguese sponsored voyages along the African coast in the 1400s.

SOLUTION

Identify the context: Portugal was a small Atlantic kingdom excluded from the profitable Mediterranean spice trade run by Italian cities and Muslim intermediaries.

Link to the development: a sea route around Africa promised direct access to gold and Asian goods, and the Reconquista had given the crown a crusading, expansionist outlook.

Add the enabling factor: the state could act because it adopted the lateen-rigged caravel, the compass, and the astrolabe, all borrowed from other regions.

EXAMPLE 2: COMPARISON

Compare the motives and methods of Zheng He's voyages with Vasco da Gama's voyage.

SOLUTION

Similarity: both were backed by a ruler and aimed at securing trade connections in the Indian Ocean.

Difference in motive: the Ming sought prestige and tribute from rulers who acknowledged Chinese authority, while Portugal sought spices, profit, and a route that bypassed Muslim middlemen, with religious aims added.

Difference in method and result: Zheng He's fleets were peaceful displays that ended in 1433, whereas da Gama's voyage began a lasting Portuguese pattern of armed force and fortified ports.

Common mistakes

Do not say Europeans invented the compass or gunpowder. The exam rewards recognizing that knowledge flowed from Asia and the Islamic world into Europe. Also avoid saying Zheng He failed because he was less advanced; China's ships were larger, but Ming policy chose to stop.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Name two technologies that Europeans borrowed for oceanic travel and state where each originated.
2. Explain how the caravel differed from the fluyt.
3. Define mercantilism and explain one way it encouraged exploration.
4. Describe the purpose of the Treaty of Tordesillas (1494).

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5. Explain one reason Ming China ended Zheng He's voyages.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly allowed European ships to sail against prevailing winds?
- (A) The invention of the printing press (B) The adoption of the lateen sail
(C) The creation of joint-stock companies (D) The use of gunpowder cannon
(E) The signing of the Treaty of Tordesillas
7. Prince Henry of Portugal is best known for sponsoring
- (A) the first voyage around the world (B) the conquest of the Aztec Empire
(C) Dutch trade in the Spice Islands (D) exploration of the West African coast
(E) the search for a Northwest Passage
8. Which statement best contrasts Zheng He's voyages with European voyages after 1490?
- (A) Chinese expeditions were ended by state policy, while European expeditions continued with repeated state and merchant backing.
(B) Chinese ships were smaller and so unable to cross the Indian Ocean.
(C) Chinese fleets sought to build colonies, while Europeans sought tribute.
(D) European expeditions were financed only by the church.
(E) Chinese voyages reached the Americas before European ones.
9. The Dutch fluyt is best seen as an innovation in which area?
- (A) Religious conversion in Asia (B) Naval exploration of the Pacific
(C) Defense against Ottoman attack (D) Navigation by astrolabe
(E) Cheap, efficient transport of bulk cargo
10. Which was the primary goal of Portuguese trading-post empire building in the Indian Ocean?
- (A) Conquest of the interior of India
(B) Creation of large settler colonies
(C) Control of coastal trade through fortified ports
(D) Spread of Protestantism
(E) Replacement of Chinese tribute networks

SET C Apply and Extend

Write a concise, evidence-based response. Model answers name the scoring points.

11. Evaluate the extent to which European exploration after 1450 was a product of cross-cultural technology transfer.
12. Using evidence, explain how rulers used maritime exploration to gain power from 1450 to 1750.

4.2 The Columbian Exchange

You will explain what moved between the hemispheres after 1492 and how disease, crops, and animals transformed societies and environments.

When Columbus landed in the Caribbean in 1492, he connected two hemispheres whose ecosystems had been separate for thousands of years. Historians call the resulting movement of plants, animals, people, and microbes the **Columbian Exchange**. It was one of the most important environmental events in human history, and it can be tied to nearly every other development in this unit.

Key idea: cause and shape of the exchange

Cause: regular transoceanic voyages and European colonization after 1492 created permanent contact between the Eastern and Western Hemispheres.

Shape: it flowed both ways, but its effects were uneven. Disease devastated the Americas, while American crops helped feed growing populations across Afro-Eurasia.

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Moved from the Americas	Moved to the Americas
Maize, potatoes, sweet potatoes, manioc (cassava), tomatoes, peppers, peanuts, beans	Wheat, barley, rice, grapes, olives, citrus
Cacao, tobacco	Sugarcane, coffee, bananas
Turkeys	Horses, cattle, pigs, sheep, goats, chickens, honeybees
Possibly syphilis (still debated)	Smallpox, measles, influenza, typhus, malaria, yellow fever

Disease and depopulation. Diseases common in Afro-Eurasia, such as smallpox, measles, and influenza, were new to the peoples of the Americas, who had no inherited immunity. Epidemics often moved faster than Europeans themselves, arriving before any direct contact. Malaria and yellow fever, spread by mosquitoes, reached the Americas with ships and the slave trade, and rats and mosquitoes became new disease vectors. Mortality was catastrophic: estimates vary, but central Mexico probably lost most of its population within about a century, and many Caribbean island peoples nearly vanished. The disease deaths were **unintentional**, although forced labor, warfare, and displacement made them worse.

Depopulation shaped the empires. Smallpox struck the Aztec capital during Cortes's campaign and later weakened the Inca, easing Spanish conquest. Colonists who depended on Native workers then faced a labor shortage, which pushed them toward importing enslaved Africans and links this topic directly to the Atlantic slave trade.

Effects on the Americas. Horses transformed life on the Great Plains, where peoples such as the Comanche and Lakota built mounted buffalo-hunting cultures by the 1700s. Cattle, pigs, and sheep spread across Mexico and South America, changing diets and land use; grazing herds trampled fields and displaced native plants. Settlers cleared forests for sugar, tobacco, and wheat, and silver mining consumed timber and polluted rivers. Africans also carried food crops such as okra and rice to the Americas, and these became part of plantation-era diets.

Effects on Afro-Eurasia. American foods raised the calorie supply of regions that adopted them, contributing to population growth. The potato fed northern Europe, including Ireland and Russia, because it grows well in cool, poor soil and yields many calories per acre. Maize and manioc spread through West and Central Africa. In China, sweet potatoes and maize could be grown on hillsides unsuitable for rice, helping the population climb sharply under the Ming and Qing. Chili peppers reshaped cooking in India, Korea, and Sichuan. Meanwhile, sugar, tobacco, and later coffee became **cash crops**, grown on plantations with coerced labor and exported mostly to Europe and the Middle East.

Definitions to know

Columbian Exchange: the transfer of plants, animals, diseases, and people between the Eastern and Western Hemispheres after 1492.

Cash crop: a crop grown mainly for sale in distant markets rather than local use, such as sugar or tobacco.

Vector: an animal or organism, such as a mosquito or rat, that carries disease.

EXAMPLE 1: IDENTIFYING EVIDENCE

A historian writes: 'The Columbian Exchange made Europe and Asia richer in food, but made the Americas poorer in people.' (a) State the claim. (b) Give two pieces of evidence supporting the second half.

SOLUTION

Claim: the exchange had opposite effects on the two hemispheres, with nutritional gains in Afro-Eurasia and demographic losses in the Americas.

Evidence 1: smallpox and measles killed a large share of Native populations in Mexico and the Caribbean because they lacked immunity.

Evidence 2: demand for labor in mines and plantations after the die-offs led to the forced migration of millions of Africans, showing how population collapse reshaped the Americas.

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EXAMPLE 2: CAUSATION CHAIN

Explain how the arrival of American crops contributed to population growth in China between about 1600 and 1750.

SOLUTION

Cause: Spanish and Portuguese traders, including the Manila galleon link to the Philippines, carried sweet potatoes and maize to China.

Mechanism: these crops grew on hills and poor soil where rice did not, expanding farmland and giving farm families more calories per acre.

Effect: better nutrition and larger harvests supported rising population under the Ming and Qing, which in turn increased the demand for land and labor.

Common mistakes

Do not claim Europeans deliberately spread disease as the main cause of the depopulation; the course emphasizes unintentional transfer. Also, do not forget that the exchange was two-way: the Americas gave the world staple foods that mattered as much as horses and sugar did the other way.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. List two Eastern Hemisphere diseases that devastated Native American populations and explain why they were so deadly.
2. Name two American crops and the Afro-Eurasian region where each became important.
3. Explain how the Columbian Exchange affected the Native peoples of the Great Plains.
4. Describe one way the Columbian Exchange changed the environment of the Americas.
5. What is a cash crop? Give one example and the labor system associated with it.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which of the following best explains why disease killed so many Native Americans after 1492?
(A) Spanish soldiers carried out a coordinated plan to spread smallpox.
(B) Native peoples refused to adopt European medicine.
(C) Native peoples had no previous exposure to Afro-Eurasian pathogens.
(D) The Americas had no domesticated animals.
(E) Native armies were too small to resist invasion.
7. The spread of the potato to northern Europe most directly contributed to
(A) population growth
(B) the decline of agriculture
(C) the end of serfdom in Russia
(D) the rise of plantation slavery
(E) the collapse of Ottoman power
8. Which item moved from the Eastern to the Western Hemisphere as part of the Columbian Exchange?
(A) Maize
(B) Tomatoes
(C) Turkeys
(D) Cacao
(E) Sugarcane
9. African captives carried which foods to the Americas, where they became part of local diets?
(A) Potatoes and maize
(B) Okra and rice
(C) Wheat and grapes
(D) Chili peppers and peanuts
(E) Cacao and tobacco
10. A major long-term result of Native depopulation in the Americas was
(A) the end of European colonization
(B) a decline in Spanish silver mining
(C) greater Native political control
(D) an increased demand for enslaved African labor
(E) the abandonment of sugar plantations

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SET C

Apply and Extend

Write a concise, evidence-based response. Model answers name the scoring points.

11. Explain two ways the Columbian Exchange changed societies in the Eastern Hemisphere between 1500 and 1750.
12. Evaluate the argument that disease was a more important cause of Spanish conquest than military technology. Use specific evidence.

4.3

Maritime Empires and the Atlantic World

You will compare the European maritime empires and explain the economic tools, labor systems, and social hierarchies they created.

Between 1500 and 1750, European states built **maritime empires**: networks of colonies, ports, and shipping lanes held together by sea power. Political, religious, and economic rivalry drove the competition. The empires differed sharply, so the exam rewards students who can compare them.

Key idea: two economic tools of rulers

Mercantilism: the state encourages exports, gathers bullion, and claims colonies to supply raw materials.

Joint-stock company: investors pool money for a risky overseas venture and share profits and losses. Rulers granted these firms **monopoly charters**, so the companies financed exploration and competed with rival states.

Portugal. Portugal built a trading-post empire along the coasts of Africa, India, and Southeast Asia: Elmina on the Gold Coast (1482), Goa (1510), Malacca (1511), and Macao (1557). It sold licenses to merchants for safe passage and used naval power to tax the spice trade, but it never ruled much inland territory. In Brazil, Portugal developed sugar plantations.

Spain. After Hernan Cortes defeated the Aztec Empire (1519-1521) and Francisco Pizarro the Inca (1532), Spain ruled large territorial colonies in the Americas, organized into viceroyalties (New Spain and Peru). Three labor institutions defined them. The **encomienda** granted a colonist the right to demand labor and tribute from Native villagers in exchange for promised protection and Christian instruction; it was often brutal. The **hacienda** was a large landed estate that eventually relied on debt-bound workers. The **mita** adapted an Inca system of rotating labor service, and Spain used it to draft Andean workers into silver mines such as Potosi, in present-day Bolivia.

Silver. Silver from Potosi and Mexico flowed to Spain, and across the Pacific by the Manila galleons that sailed from Acapulco to Manila from 1565. Ming China taxed in silver and sought it heavily, so Spanish silver bought Chinese silk and porcelain, creating the first truly global trade network. Silver also made Spanish rulers rich enough to fight wars across Europe, though the large imports contributed to price inflation in Spain.

Social hierarchy: the casta system. Spain's colonies sorted people by ancestry and birthplace. At the top were **peninsulares** (born in Spain), followed by **creoles** (Spaniards born in the Americas), then **mestizos** (European and Native ancestry), **mulattos** (European and African), and Native peoples and enslaved Africans at the bottom. Legal privileges depended on category.

Labor systems to know

Encomienda: right to Native labor and tribute. Hacienda: large landed estate. Mita: rotating draft for mines.

These systems relied on existing Native labor, and chattel slavery was added where Native workers were too few.

Empire	Main model	Leading companies and places	Key economy
Portuguese	Trading posts	Goa, Malacca, Macao; Brazil	Spices, sugar
Spanish	Territorial colonies, viceroyalties	Mexico City, Lima, Manila	Silver, agriculture
Dutch	Trade monopolies, ports	VOC (1602), Batavia, Cape Town (1652), New Amsterdam	Spices, shipping, finance
English	Settler colonies and companies	East India Company (1600), Virginia, New England, Caribbean	Tobacco, sugar, fur, cotton goods
French	Trade and Native alliances	Quebec (1608), Louisiana, Saint-Domingue	Fur, sugar

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The Dutch, English, and French. The Dutch United East India Company (VOC), founded in 1602, was the world's first great joint-stock company. It seized the Spice Islands from Portugal, founded Batavia on Java, and, under rules of the Tokugawa shogunate, traded in Japan at Nagasaki. The English East India Company (1600) set up factories in India, while the Virginia Company, a joint-stock venture, founded Jamestown in 1607. England and France also colonized the Caribbean, where sugar made islands such as Barbados and Saint-Domingue extremely profitable. In Canada, French fur traders allied with Native groups like the Huron rather than settling large populations.

Asian and African responses. European power at sea did not mean European control of Asia. Indian Ocean networks run by Gujarati, Swahili, Omani, and Javanese merchants continued to flourish, and the Portuguese had to share. Some Asian states restricted European access to limit its disruptive effects. Ming China confined trade to certain ports such as Macao, and Tokugawa Japan, after the 1630s, expelled Portuguese missionaries and permitted only Dutch and Chinese traders at Nagasaki. In West and Central Africa, states like the Asante and the Kingdom of Kongo grew in power by taking part in Atlantic trade. In 1591 Morocco invaded and broke the Songhai Empire, seeking control of trans-Saharan gold and salt, using guns.

EXAMPLE 1: SOURCING

A 1602 charter from the Dutch States General gives the VOC a monopoly on Dutch trade east of the Cape of Good Hope and permits it to build forts, appoint governors, and make war. (a) Identify the document's purpose. (b) Explain how the document reflects mercantilism.

SOLUTION

Purpose: the States General wanted to unite competing Dutch merchants so they would defeat the Portuguese and win the Asian spice trade for the Dutch state.

Mercantilism: the monopoly excluded foreign and domestic rivals, which would raise national wealth, and the state shared power with a private company to claim overseas territory.

Historical situation: the Dutch were fighting Spain for independence and needed revenue, so a joint-stock company pooled private funds for a costly venture.

EXAMPLE 2: COMPARISON

Compare the Portuguese and Spanish empires.

SOLUTION

Similarity: both used state power to claim lands, both spread Catholicism, and both depended on coerced labor and on profits from American or Asian goods.

Difference in structure: Portugal built a coastal trading-post empire in Asia and Africa to control trade, while Spain created a territorial empire in the Americas ruled by viceroys.

Difference in labor: Spain used the encomienda and mita to exploit Native workers, while Portugal's Brazilian sugar plantations relied heavily on enslaved Africans.

Exam tip

Name the specific institution when asked about labor or empire: encomienda, hacienda, mita, casta, VOC. A general phrase like 'forced labor' earns less credit than an identified system with a place and a function.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Define a joint-stock company and explain why European rulers supported them.
2. Distinguish the encomienda from the mita.
3. Explain how silver connected the Americas, Europe, and Asia.
4. Describe the casta system and name three groups.
5. Give one example of an Asian state limiting European trade and explain why.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which institution most directly tied Andean Native workers to Spanish silver mining?
(A) The hacienda (B) The fluyt (C) The casta
(D) The joint-stock charter (E) The mita
7. The Portuguese empire in the Indian Ocean differed from the Spanish empire in the Americas primarily because Portugal
(A) ruled by viceroys over millions of Native subjects
(B) relied on Protestant missions
(C) controlled coastal trading posts rather than large inland territories
(D) eliminated all Asian merchants
(E) used no naval power
8. The Dutch VOC is best described as
(A) a religious order dedicated to conversion
(B) a monopoly company financed by investors and backed by the state
(C) a Native alliance in North America
(D) a Spanish silver fleet
(E) a military unit in Tokugawa Japan
9. Which statement about Indian Ocean trade between 1500 and 1750 is most accurate?
(A) Asian merchants continued to take part despite European competition.
(B) It ended when the Portuguese took Goa.
(C) It was reorganized entirely by the Spanish.
(D) It stopped when China ended tribute.
(E) It was limited to the Atlantic.
10. Spanish silver mainly stimulated demand in which region?
(A) Tokugawa Japan only (B) The Songhai Empire (C) Russia
(D) Ming China (E) The Mughal Empire only

SET C Apply and Extend

Write a concise, evidence-based response. Model answers name the scoring points.

11. Compare the economic strategies of Spain and the Dutch Republic in building overseas empires.
12. Explain how mercantilism and joint-stock companies helped European rulers consolidate power.

4.4 The Atlantic Slave Trade and Labor Systems

You will explain how plantation economies produced the Atlantic slave trade and how coerced labor changed Africa and the Americas.

The largest forced migration in history carried roughly 12 million Africans across the Atlantic between the 1500s and the 1860s, with the peak in the 1700s. This lesson explains why the trade grew, how it worked, and what it did to Africa and the Americas.

Slavery before and after 1450. Slavery existed in Africa, Europe, and Asia long before the Atlantic trade. In Africa, enslaved people were often incorporated into households as servants, soldiers, or laborers, and their children could gain more rights; others were exported across the Sahara and the Indian Ocean to the Mediterranean and Asia. The Atlantic system added something new: **chattel slavery**, in which people were legally property, and status passed to children. Over time it became tied to race, justifying lifelong bondage of Africans.

Why Africans? The first European plantations on Atlantic islands such as Madeira and Sao Tome, worked by enslaved Africans, were models for the Americas. After Native populations collapsed from disease and harsh labor, colonists needed more workers. Africans were seen as accessible through existing trade ties and had some resistance to tropical diseases such as malaria. Planters in Brazil, then in the English, French, and Dutch Caribbean, expanded sugar, and tobacco, rice, and later cotton also required large labor forces.

Key idea: the Atlantic system

The Atlantic trading system moved goods, wealth, and labor, including enslaved people, among four continents.

Demand for sugar and other plantation goods in Europe caused demand for enslaved labor in the Americas, which Atlantic African states, European merchants, and colonial planters all helped to meet.

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The triangular trade. The pattern linked three regions. European ships carried manufactured goods, textiles, metal goods, and guns to West and Central Africa; they took captives to the Americas on the **Middle Passage**; and returned to Europe loaded with sugar, tobacco, and other plantation products. Not every voyage followed the exact triangle, and enslaved people also moved within the Americas, but the model shows how profits circulated. The Middle Passage was deadly: captives were chained in crowded holds with poor food and disease, and perhaps one in eight or more died en route. Captives sometimes revolted aboard ship.

Destination	Approximate share of captives landing alive	Main product
Brazil (Portuguese)	about 40 to 45 percent	Sugar, later gold and coffee
British Caribbean	about 20 percent	Sugar
French Caribbean	about 10 percent	Sugar, coffee
Spanish Americas	about 10 percent	Mining, sugar, ranching
British North America	about 3 to 4 percent	Tobacco, rice
Other (Dutch and Danish colonies)	about 5 percent	Sugar

African participation. The slave trade involved African rulers and merchants, who sold captives taken in war and raids, usually in exchange for European goods such as guns, textiles, iron, and alcohol. The Kingdom of Kongo, Dahomey, Oyo, and the Asante expanded by supplying captives and using imported firearms to conquer neighbors, an effect sometimes called the gunpowder-slave cycle. Others resisted. Nzinga, ruler of Ndongo and Matamba (in present-day Angola), fought Portuguese slaving for decades in the 1600s. Afonso I of Kongo, a Christian king, protested to the king of Portugal that the trade was depopulating his land.

Other coerced labor. Planters also used **indentured servitude**, in which Europeans (mostly poor English, Irish, and German migrants) worked for a fixed term, often four to seven years, in exchange for passage to the colonies. Indentured servants had legal rights and an end date; enslaved people did not. As the supply of servants fell and fears of unrest rose, such as after Bacon's Rebellion in Virginia (1676), planters shifted to enslaved Africans. Spanish colonies continued *encomienda* and *mita* labor, and forced labor on European and Asian estates persisted.

Effects on Africa. The trade removed many people, especially young men, producing demographic imbalance and, in some regions, a female majority, which affected family structures and encouraged polygyny and women's agricultural work. Raiding increased violence and insecurity, and slave-trading states grew powerful while others declined. Africa's economic development was distorted toward exporting people.

Effects on the Americas. By the 1700s Africans and people of African descent were the majority in places like Barbados and Saint-Domingue. They shaped American music, food, religion, language, and agriculture (as in West African rice-growing knowledge used in South Carolina). Race-based law and ideology of white supremacy grew to defend the system. Slave societies also generated resistance, from sabotage to revolts and maroon communities.

Compare the labor systems

Chattel slavery: lifelong, hereditary, people as property. **Indentured servitude:** fixed term, contract. **Encomienda/mita:** forced labor of Native peoples tied to Spanish rule.

Continuity: coerced labor was widespread before 1450. **Change:** the scale, racial basis, and commercial purpose of the Atlantic system.

EXAMPLE 1: CAUSATION

Explain one way the growth of the sugar economy led to growth of the Atlantic slave trade.

SOLUTION

Sugar was labor-intensive and profitable, and European demand for it rose quickly.

Planters in Brazil and the Caribbean needed large, steady workforces; Native populations had collapsed and indentured servants were insufficient.

They therefore bought captives from African suppliers, so more sugar land meant more slave voyages.

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EXAMPLE 2: CONTINUITY AND CHANGE

Identify one continuity and one change in systems of slavery between 1450 and 1750.

SOLUTION

Continuity: slavery in Africa continued in forms such as household slavery and the export of captives to the Mediterranean and Indian Ocean.

Change: the plantation economy of the Americas produced massive demand for enslaved labor, creating a vast transatlantic flow and hereditary racial slavery that transformed demography in the Americas.

Common mistakes

Avoid saying Europeans captured most Africans themselves; African states and merchants usually controlled the supply on the coast. Also avoid calling indentured servants and enslaved people the same: duration, legal rights, and heredity differ.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Define the Middle Passage and describe one condition on it.
2. Describe the pattern of the triangular trade.
3. Explain how African states participated in and were changed by the slave trade.
4. Distinguish indentured servitude from chattel slavery.
5. Identify two effects of the slave trade on Africa.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which feature most distinguished Atlantic chattel slavery from earlier slavery in Africa?
(A) Status was hereditary, race-based, and tied to plantation commodity production.
(B) Enslaved people were never traded.
(C) Slavery had not existed anywhere before 1450.
(D) Captives were always taken by Europeans.
(E) Enslaved people were never forced to work.
7. Which regions received the largest number of enslaved Africans?
(A) British North America and Canada
(B) Spanish South America only
(C) Western Europe and Russia
(D) Australia and New Zealand
(E) Brazil and the Caribbean
8. Which was a primary reason for the shift from indentured servants to enslaved Africans in the English colonies by the late 1600s?
(A) Africans were cheaper to ship than food.
(B) Indentured servants had joined the Spanish.
(C) The English Parliament outlawed indenture.
(D) Planters wanted a permanent, controllable labor force.
(E) Africans asked to migrate.
9. Nzinga of Ndongo and Matamba is best known for
(A) conquering the Songhai Empire
(B) founding the Dutch East India Company
(C) resisting Portuguese expansion and slave trading
(D) leading the Haitian Revolution
(E) converting the Asante to Islam

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10. Which statement about African demographic effects of the slave trade is best supported?
- (A) Africa's population grew faster than any other continent.
 - (B) Removal of many young men contributed to gender imbalance in some regions.
 - (C) The trade removed mostly the elderly.
 - (D) Women were exported in larger numbers than men.
 - (E) It had no social consequences.

SET C Apply and Extend

Write a concise, evidence-based response. Model answers name the scoring points.

11. Explain how the Atlantic slave trade shows both continuity and change in labor systems from 1450 to 1750.
12. Evaluate the relative importance of African states and European merchants in sustaining the Atlantic slave trade.

4.5 Cultural and Social Change

You will explain how new ideas, blended beliefs, and new social hierarchies grew out of Europe's intellectual movements and global contact.

Between 1450 and 1750 new ideas, new religious divisions, and new populations changed how people thought and how societies were arranged. This lesson links European intellectual change to the wider world and explains the new social hierarchies that empires produced.

Renaissance. Beginning in the Italian city-states in the 1300s, the Renaissance revived Greek and Roman learning and promoted **humanism**, a focus on human potential and worldly achievement. Wealthy merchants and bankers such as the Medici of Florence paid artists like Leonardo da Vinci and Michelangelo. The printing press with movable type (Gutenberg, about 1450) spread ideas rapidly and cheaply. In Asia and the Islamic world, rulers also patronized art: Mughal miniature painting, Ottoman architecture, and Tokugawa-era woodblock prints and kabuki theater grew with merchant wealth.

Reformation. In 1517 Martin Luther, a German monk, attacked the Church's sale of indulgences and argued that faith alone, guided by scripture, brings salvation. John Calvin taught predestination. In England, Henry VIII broke with Rome in 1534 to create the Church of England. The Catholic Church responded with the Council of Trent and new orders such as the Jesuits, founded by Ignatius Loyola in 1540. Religious rivalry fed wars, including the Thirty Years' War (1618-1648), whose settlement at Westphalia helped establish the principle of state sovereignty. Catholic missionaries, especially Jesuits, also carried Christianity to the Americas, the Philippines, Japan, and China.

Scientific Revolution. Nicolaus Copernicus proposed in 1543 that the earth revolves around the sun. Johannes Kepler described planetary orbits, Galileo used the telescope to support the sun-centered model and was condemned by the Church, and Isaac Newton's laws of motion and gravity (1687) described a universe governed by mathematical laws. Thinkers like Francis Bacon promoted experiment, and Rene Descartes promoted reason. These ideas fed the Enlightenment, which would challenge traditional authority in the 1700s. Scientific advances drew on knowledge from Islamic and Asian astronomy and mathematics.

Key idea: belief systems spread and blend

Contact between newly connected hemispheres expanded existing religions (Christianity in the Americas, Islam in Southeast Asia and Africa) and sparked conflict, but also created **syncretic** belief systems that blend traditions.

Examples: Our Lady of Guadalupe (1531), where the Virgin Mary appeared to a Native man and became associated with indigenous sacred sites; Vodou, Santeria, and Candomble, combining West African and Catholic elements; and Sikhism, which drew on Hindu and Islamic ideas.

New social hierarchies in the Americas. Conquest and the slave trade produced intermixing. Besides the *casta* categories (peninsulares, creoles, mestizos, mulattos), the terms **creole** and **mestizo** matter most on the exam. Creoles, wealthy but excluded from the highest offices, would later lead independence movements. In the English colonies, ideas of race hardened into law, and social divisions between free and enslaved were stricter and more tied to ancestry.

Elites and minorities elsewhere. Empires also reshaped hierarchies in Eurasia. In 1492 Spain expelled Jews who refused conversion, and Portugal followed in 1496-1497, while the Ottoman Empire welcomed many of those exiles and allowed non-Muslims to run their own communities as protected groups. The Mughals under Akbar accommodated Hindus. By contrast, the Qing, Manchu conquerors of China after 1644, kept Manchu and Han categories separate, required Han men to wear the queue (a braided hairstyle), and reserved top military posts for Manchus. Existing elites also faced new competition: European nobles saw their power fluctuate as monarchs centralized, Russian boyars lost power to the tsar, and Ottoman timar holders were gradually replaced by salaried troops.

Gender and family. Patriarchal systems persisted. Women generally could not hold high office and had limited legal rights, though elite women could exercise power (for example Queen Nzinga) and some, like Sor Juana Ines de la Cruz in New Spain, became prominent writers. The slave trade changed families in Africa and the Americas: men were taken in greater numbers from Africa, and enslaved families in the Americas were broken apart by sale. Education for middle- and upper-class European women expanded slightly.

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Terms to know

Creole: person of Spanish descent born in the Americas. **Mestizo:** person of European and Native ancestry. **Mulatto:** person of European and African ancestry.

Humanism: Renaissance focus on human potential and classical learning. **Syncretism:** blending of beliefs from different traditions.

Development	Date	Significance
Gutenberg printing press	c. 1450	Spread books and the Reformation
Spanish expulsion of Jews	1492	Example of state suppression of diversity
Luther's Ninety-five Theses	1517	Began Protestant Reformation
Copernicus, On the Revolutions	1543	Sun-centered model, Scientific Revolution
Council of Trent begins	1545	Catholic response
Newton, Principia	1687	Laws of motion and gravity

EXAMPLE 1: CLAIM AND EVIDENCE

A scholar argues that 'religious conversion in colonial Mexico produced new forms of faith rather than simple replacement of old ones.' Explain one piece of evidence that supports this claim.

SOLUTION

The claim states that conversion created blended beliefs (syncretism) rather than total replacement.

Evidence: the devotion to Our Lady of Guadalupe, which grew at a site formerly sacred to an Aztec goddess, joined Catholic imagery with Native symbolism and practice.

This supports the claim because Native converts adapted Christianity to their own culture, so the outcome was a new religious tradition.

EXAMPLE 2: COMPARISON

Compare how the Ottoman and Spanish states treated Jewish subjects around 1492.

SOLUTION

Similarity: both states used religion to define subjects' roles in society.

Difference: Spain expelled Jews who would not convert, in an effort to create religious unity under the Catholic monarchs, while the Ottomans welcomed many exiles and allowed them to practice their religion under the millet system, using their skills in trade and medicine.

Conclusion: Spain suppressed diversity while the Ottomans accommodated it to strengthen the empire.

Common mistakes

Do not treat the Renaissance, Reformation, and Scientific Revolution as purely European and separate from the world. Global trade provided wealth, knowledge, and new foods and goods, and religion spread through empires. Also, Native peoples were not passive: they shaped colonial culture and belief.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Define humanism and give one effect it had on art or learning.
2. Explain one cause and one effect of the Protestant Reformation.
3. What was a syncretic religion? Give one example.
4. Describe the difference between a creole and a mestizo in colonial Spanish America.
5. Give one example of a state that suppressed religious or ethnic diversity and one that accommodated it.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Martin Luther's Ninety-five Theses (1517) primarily challenged
 - (A) the divine right of kings
 - (B) the authority of the Mughal emperor
 - (C) the teaching of the Scientific Revolution
 - (D) the Catholic Church's sale of indulgences
 - (E) the Ottoman millet system
7. The Scientific Revolution is best described as
 - (A) a rejection of all religion
 - (B) a shift to explaining nature through observation, experiment, and mathematics
 - (C) an invention solely by Chinese scholars
 - (D) a result of Spanish silver
 - (E) a movement by peasants against nobles
8. Which development is an example of syncretism?
 - (A) The printing press
 - (B) The Council of Trent
 - (C) Vodou in Haiti
 - (D) The Treaty of Tordesillas
 - (E) The creation of the VOC
9. The Qing dynasty differed from the Ottoman Empire in that the Qing
 - (A) welcomed Jewish exiles from Spain
 - (B) abolished the civil service
 - (C) lacked a ruling dynasty
 - (D) banned all trade
 - (E) reserved elite posts and kept a separate status for the Manchu minority
10. Creoles in Spanish America became important because they
 - (A) were wealthy and resentful of peninsular privilege, and later led independence movements
 - (B) were forced to work in the mita
 - (C) were enslaved Africans
 - (D) were Native emperors
 - (E) ruled New Spain as viceroys

SET C Apply and Extend

Write a concise, evidence-based response. Model answers name the scoring points.

11. Explain how global trade affected the arts and culture between 1450 and 1750.
12. Evaluate the extent to which the Reformation and the Scientific Revolution challenged traditional authority.

4.6 Interconnections: Continuity, Change, and Resistance

You will explain internal and external challenges to state power, forms of resistance, and the main continuities and changes of 1450 to 1750.

Maritime empires and global trade did not erase older patterns. This lesson ties the unit together: how states faced revolts and rivals, how Asian powers responded to Europeans, how enslaved people resisted, and what changed and what stayed the same between 1450 and 1750.

Challenges to state power. As states expanded and centralized, taxing more and demanding more obedience, groups at the local level pushed back. The exam often asks you to explain these as responses to state expansion.

Revolt	Date and place	Cause and result
Pueblo Revolt	1680, New Mexico	Pueblo peoples led by Po'pay rose against Spanish forced labor and suppression of their religion; they drove out the Spanish until 1692
Fronde	1648-1653, France	Nobles and law courts resisted royal taxation and centralization under the young Louis XIV; the crown won and later strengthened absolutism
Cossack revolts	1648 Ukraine; 1670-71 Russia	Bohdan Khmelnytsky's uprising against Polish-Lithuanian rule; Stenka Razin's against the Russian tsar; both reacted to state control and serfdom

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Revolt	Date and place	Cause and result
Maratha resistance	Late 1600s, India	Hindu Marathas under Shivaji fought the Mughals; long wars in the Deccan drained Aurangzeb's treasury
Nzinga's resistance	1620s-1660s, Angola	Queen Nzinga of Ndongo and Matamba fought Portuguese slave raiding and expansion
Metacom's War (King Philip's War)	1675-1676, New England	Wampanoag leader Metacom and allies resisted colonial land seizure; they were defeated with heavy losses

Slave resistance. Enslaved people resisted in many ways, from slowing work and breaking tools to flight and armed revolt. Runaways formed **maroon societies** in remote areas. Palmares, in northeastern Brazil, grew to thousands of residents and survived for much of the 1600s before Portuguese forces destroyed it in 1694. In Jamaica, Maroon communities, famously associated with the leader Nanny, forced the British to sign treaties in 1739. Other revolts, such as the Stono Rebellion (South Carolina, 1739), challenged the authority of colonial governments and led to harsher slave codes.

Key idea: why local resistance occurred

Expansion and centralization of states meant higher taxes, forced labor, religious control, and loss of land.

Groups that felt these pressures, whether Native peoples, nobles, peasants, or enslaved people, organized local resistance. Most were suppressed, but they shaped later policy.

External pressures and Asian responses. Asian states met Europeans from a position of strength. Ming and later Qing China limited foreign traders to specific ports and demanded silver in payment, since foreign merchants wanted Chinese silk, porcelain, and tea but offered little China wanted. Tokugawa Japan (from 1603) feared that Christianity and European traders would undermine its control; after expelling missionaries, it limited foreign contact in the 1630s to the Dutch and Chinese at Nagasaki, a policy often called seclusion. Mughal India welcomed European traders, who set up trading posts, but the emperors controlled the coast. In each case the state saw trade as something to manage.

Asian trade networks persisted. The Indian Ocean remained a thriving commercial zone with Gujarati, Omani, Swahili, and Javanese merchants. The Portuguese, then the Dutch and English, tried to control it through force and monopolies but mostly joined existing routes. Peasant and artisan labor intensified to meet demand: wool and linen in western Europe, cotton textiles in India, and silk in China.

Continuity and change, 1450-1750

Change: new Atlantic and Pacific trade; the Columbian Exchange; American silver; plantation slavery; European maritime empires; new social categories like *casta*.

Continuity: agriculture and peasant labor dominated economies; Indian Ocean trade remained active; patriarchy; land-based empires stayed powerful; Confucian and Islamic institutions endured; coerced labor persisted.

EXAMPLE 1: CONTEXTUALIZATION

Explain a historical context for the Pueblo Revolt of 1680.

SOLUTION

Context 1: Spain governed New Mexico through missions and *encomienda*-style labor demands, forcing Pueblo people to work and to abandon their religions.

Context 2: drought, epidemics, and raids weakened the Pueblo and increased resentment.

The revolt, led by Po'pay, was therefore a response to the Spanish state's expansion; its success shows that colonial power depended on Native cooperation.

EXAMPLE 2: CONTINUITY AND CHANGE

Identify one continuity and one change in Indian Ocean trade between 1450 and 1750.

SOLUTION

Continuity: Asian merchants such as Gujaratis and Swahili traders continued to carry cargoes along monsoon routes, and intra-Asian trade stayed vibrant.

Change: Europeans entered with armed ships and fortified ports (Portuguese at Goa and Malacca, later the Dutch VOC), adding new competition, monopolies, and a flow of American silver.

Conclusion: the system was restructured by European arrivals but not replaced.

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Exam tip

In a continuity and change essay, do not only list changes. A top-scoring response names what stayed the same, such as agricultural labor or Indian Ocean networks, and explains why. Pair this with a causal claim, such as how silver increased trade without ending older markets.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain one cause of the Pueblo Revolt.
2. What were maroon societies? Give one example.
3. Describe how Tokugawa Japan responded to European traders.
4. Explain the cause of the Fronde and its outcome.
5. Name one continuity in the global economy from 1450 to 1750.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event is an example of Native resistance to Spanish colonial rule?
(A) The Fronde
(B) The Pueblo Revolt of 1680
(C) Metacom's War
(D) The Stono Rebellion
(E) The Cossack revolts
7. The Fronde is an example of
(A) nobles resisting royal centralization
(B) peasants resisting enclosure of common lands in England
(C) slaves resisting plantation owners
(D) Asian merchants resisting Portuguese trade
(E) Mongols resisting Ming rule
8. Palmares in Brazil was
(A) a Portuguese trading fort
(B) a Dutch colony
(C) an Inca administrative center
(D) a large maroon community of escaped slaves
(E) a silver mine in Peru
9. Which choice best describes a change, not a continuity, in the period 1450-1750?
(A) Agriculture remained the main source of wealth.
(B) Indian Ocean merchants remained active.
(C) Silver from the Americas became central to global trade.
(D) Patriarchal family systems persisted.
(E) Peasants continued to provide most labor.
10. Tokugawa Japan and Ming China both
(A) opened all ports to foreign merchants
(B) adopted Christianity as state religion
(C) built large Atlantic colonies
(D) joined joint-stock companies
(E) limited European trade to certain ports

SET C Apply and Extend

Write a concise, evidence-based response. Model answers name the scoring points.

11. Explain two reasons local groups resisted expanding states between 1450 and 1750, using specific examples.
12. Evaluate the extent to which Asian states controlled the terms of trade with Europeans from 1500 to 1750.

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4.7 Multiple-Choice Practice: Transoceanic Interconnections (c. 1450 to 1750)

Practice AP-style questions covering technology, exploration, the Columbian Exchange, empires, slavery, culture, and resistance.

Choose the best answer for each question. Each explanation names the correct choice and why the best distractor fails. Read stimuli closely and watch for words like 'most directly' and 'best supports'.

SET A Core Concepts

Choose the best answer for each question.

- Which technology, borrowed from Arab and Indian Ocean sailors, most helped European ships sail against the wind?
(A) Fluyt hull (B) Printing press (C) Lateen sail
(D) Cannon (E) Treaty ports
- Prince Henry the Navigator and Zheng He are best compared in that each
(A) founded a joint-stock company (B) conquered an empire in the Americas
(C) ended slavery in his realm (D) converted a ruler to Protestantism
(E) sponsored sea voyages backed by a state
- A major reason the Columbian Exchange reduced Native populations was
(A) lack of immunity to diseases such as smallpox
(B) a decline in the fertility of Native women caused by new crops
(C) Spanish bans on Native farming
(D) a Native refusal to trade
(E) a shortage of food crops
- Which crop most helped northern European populations grow after the Columbian Exchange?
(A) Sugarcane (B) Rice (C) Coffee (D) Potato (E) Wheat
- The Portuguese trading-post empire is best characterized as
(A) inland conquest of India
(B) coastal ports used to control and tax Indian Ocean commerce
(C) settler colonies in North America
(D) a monopoly company run by Dutch investors
(E) a tribute system of the Ming court
- The mita system in Spanish Peru was
(A) a type of Dutch company
(B) an English indenture contract
(C) a rotating draft of Native workers adapted from an Inca practice
(D) a Portuguese sugar mill
(E) a Chinese tax
- Which pair correctly matches a company with a country?
(A) East India Company and France (B) Virginia Company and Portugal
(C) VOC and Spain (D) Hudson's Bay and Japan
(E) VOC and the Dutch Republic

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SET B Applications and Data

Choose the best answer for each question.

8. Read the excerpt. 'We had a great number of Black people, and they were taken in exchange for cloth, copper bracelets, and other goods; the captain chained them below deck.' (A European ship record, 1700s) This source is best used as evidence of
 - (A) the abolition of slavery in Europe
 - (B) the exchange of manufactured goods for captives in the Atlantic trade
 - (C) the use of indentured servants in Virginia
 - (D) Native resistance to Spanish missions
 - (E) the effects of the Columbian Exchange on crops
9. Use the table. Approximate captives landing alive (millions): Brazil 4.8; British Caribbean 2.3; French Caribbean 1.0; British North America 0.4. Which conclusion is best supported?
 - (A) British North America received the largest share.
 - (B) Brazil received fewer captives than the British Caribbean.
 - (C) Most captives were sent to Europe.
 - (D) Plantation colonies in Brazil and the Caribbean received most captives, far more than British North America.
 - (E) The French Caribbean received more captives than Brazil.
10. Silver from Potosi and Mexico most directly encouraged
 - (A) the end of the encomienda
 - (B) the rise of Russian serfdom
 - (C) decline of Indian Ocean trade
 - (D) Japanese conquest of Korea
 - (E) Chinese demand for silver to be met through the Manila galleon trade
11. The creole elite in Spanish America resented peninsulares mainly because
 - (A) creoles were excluded from the highest offices despite wealth
 - (B) peninsulares were enslaved
 - (C) creoles were taxed by the mita
 - (D) creoles were forbidden to speak Spanish
 - (E) peninsulares were Native
12. 'The Tokugawa permit the Dutch to land at Nagasaki and Chinese ships to enter, but no other foreigner.' Which statement best explains this policy?
 - (A) Japan wanted to adopt Christianity.
 - (B) Japan lacked a navy.
 - (C) The shogunate sought to limit foreign influence while keeping some trade.
 - (D) Japan was colonized by the Dutch.
 - (E) Japan opposed all trade.
13. Which revolt is correctly matched with its target?
 - (A) Fronde: the Portuguese in Brazil
 - (B) Pueblo Revolt: Spanish authority in New Mexico
 - (C) Cossack revolts: the Qing
 - (D) Maratha conflict: the Safavids
 - (E) Metacom's War: the French
14. The chief long-term difference between Atlantic slavery and slavery in Africa before 1450 was that Atlantic slavery
 - (A) was never profitable
 - (B) did not involve forced movement
 - (C) involved only domestic work
 - (D) was based on plantation production, hereditary, and racialized
 - (E) was run by Chinese merchants

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SET C Exam-Level Stretch

Choose the best answer for each question.

15. Which factor best explains why Zheng He's voyages ended while European voyages continued?
- (A) Ming officials prioritized frontier defense and agrarian goals, while European rulers saw profit and rivalry in overseas expansion.
 - (B) Chinese ships were too small to cross oceans.
 - (C) European explorers had better compasses than the Chinese.
 - (D) The Mongol Empire reconquered China.
 - (E) Ming China lacked gunpowder.
16. Which statement best describes the relationship between the Columbian Exchange and the Atlantic slave trade?
- (A) The slave trade caused the Columbian Exchange.
 - (B) Disease killed Africans on plantations before Native Americans.
 - (C) Native depopulation and cash-crop agriculture increased demand for enslaved African labor.
 - (D) Crops from the Americas ended the need for slavery.
 - (E) Cattle replaced human labor on all plantations.
17. Which of the following was most similar between the Fronde and the Pueblo Revolt?
- (A) Both succeeded in ending the state's rule permanently.
 - (B) Both were led by enslaved people.
 - (C) Both occurred in the Ottoman Empire.
 - (D) Both began in the 1500s.
 - (E) Both were reactions to state expansion and centralization at a local level.
18. The Ottoman acceptance of Jewish exiles from Spain illustrates which broader trend?
- (A) All empires protected religious diversity.
 - (B) The Reformation spread to the Ottomans.
 - (C) The Ottoman Empire adopted mercantilist colonies.
 - (D) Some states accommodated diversity to benefit from the economic contributions of minorities.
 - (E) Spain's creation of the *casta* system.
19. Which development represents continuity from 1450 to 1750?
- (A) The existence of regular Atlantic trade
 - (B) The dominance of agriculture and peasant labor in most economies
 - (C) The dominance of Portuguese sea power in the Atlantic
 - (D) The spread of potatoes to Europe
 - (E) The creation of joint-stock companies
20. Which historical situation best helps explain the founding of joint-stock companies?
- (A) Voyages were expensive and risky, so investors pooled funds and states granted monopolies.
 - (B) Native Americans demanded European cloth.
 - (C) Christianity forbade private trade.
 - (D) Ming China requested European silver.
 - (E) African kingdoms banned slave exports.

4.8 Free-Response Practice: Transoceanic Interconnections (c. 1450 to 1750)

Four free-response questions modeled on the AP exam: a short-answer question, a document-based question, and two long essays.

Each question lists its parts and a model answer with scoring points. Write your own answer first, then score it point by point. Strong responses are specific, name evidence, and explain how the evidence supports a claim.

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QUESTION 1 Short answer: Secondary source (Columbian Exchange)

Use the excerpt and your knowledge of history to answer parts (a), (b), and (c). 'The movement of species across the Atlantic after 1492 did not simply enrich both sides equally. Europe gained new foods and a new source of silver, but the Americas lost much of their population to diseases that invaders brought with them.' (A historian's summary)

1. (a) Identify ONE claim the historian makes about the Columbian Exchange.
2. (b) Explain ONE piece of evidence from the period 1492 to 1750 that supports the claim.
3. (c) Explain ONE way the effects described in the excerpt influenced labor systems in the Americas.

QUESTION 2 Document-based question (compact)

Evaluate the extent to which European maritime empires changed economic and social life in the Atlantic world from 1500 to 1750. Use the documents and your knowledge. Document 1 (Spanish official, 1570s): 'The mines of Potosi bring the Crown great wealth, and the Indians are drafted by turns to labor in them.' Document 2 (English planter, Barbados, 1660s): 'The sugar works require more hands than the island can provide, so we depend upon Negroes brought from Guinea.' Document 3 (Chronicle, Kingdom of Kongo, 1526, letter from King Afonso I): 'Merchants carry off our people daily; our kingdom is being depopulated.' Document 4 (Dutch company directors, 1630s): 'The Company must hold the trade in cloves and nutmeg to itself, excluding all rivals.'

4. (a) Write a thesis that responds to the prompt, and describe a broader historical context.
5. (b) Use at least three documents to support your argument, explaining how each supports it.
6. (c) For ONE document, explain how its point of view, purpose, historical situation, or audience is relevant to its use as evidence.
7. (d) Use one piece of evidence not in the documents to support your argument.

QUESTION 3 Long essay: Causation

Evaluate the extent to which the development of maritime exploration led to the Atlantic slave trade between 1450 and 1750.

8. (a) Thesis: state a claim and a line of reasoning.
9. (b) Evidence: give specific examples from at least two regions.
10. (c) Analysis: explain causation, including at least one other factor.

QUESTION 4 Long essay: Continuity and change over time

Evaluate the extent to which the Indian Ocean trade network changed from 1450 to 1750.

11. (a) Thesis: take a position about continuity and change.
12. (b) Contextualize and provide evidence of change.
13. (c) Provide evidence of continuity and evaluate the extent.

Answers Unit 4: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

4.1 Technology and Motives for Exploration**SET A · CHECK YOUR UNDERSTANDING**

1. The compass came from China, spreading through the Islamic world, and the lateen sail came from Arab and Indian Ocean shipping. The astrolabe, developed from Greek and Islamic astronomy, is another valid choice. Credit requires both the technology and its non-European origin.
2. The caravel was a small, fast Portuguese ship with lateen sails that excelled at exploring unknown coasts and sailing into the wind. The fluyt was a later Dutch freighter designed to carry bulk cargo cheaply with a small crew. One was built for exploration, the other for commercial efficiency.
3. Mercantilism is the belief that national wealth rests on accumulating bullion and maintaining a favorable balance of trade. It encouraged exploration because rulers wanted colonies that supplied raw materials and gold or silver. Monarchs therefore sponsored or licensed voyages to claim territory.
4. Spain and Portugal signed it to divide newly claimed lands outside Europe along a north-south line in the Atlantic, with the pope's backing. It reduced conflict between the two Iberian powers. It also shows how states, not just individual captains, directed expansion.
5. Confucian officials argued that the voyages were expensive and brought little material gain, and they wanted funds for defending the northern frontier. Their influence at court led the emperors to halt the fleets after 1433. This illustrates how internal political priorities shaped a state's overseas policy.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The triangular lateen sail, borrowed from Arab and Indian Ocean ships, made tacking against the wind possible. Cannon increased firepower, but they did not change how a ship sails.
7. D. Henry sponsored voyages down the African coast beginning in the early 1400s. Magellan's circumnavigation was Spanish and later, and the Northwest Passage was a northern European goal.
8. A. Zheng He's treasure ships were large and reached East Africa, but Ming officials halted the program. The tempting choice about colonies reverses the facts: Europeans built colonies and posts, not the Ming.
9. E. The fluyt carried large cargoes with a small crew, lowering shipping costs for Dutch merchants. Its design was commercial and had nothing to do with missionary work.
10. C. Portugal seized Goa, Malacca, and Hormuz to tax and direct shipping. It did not have the population to hold large inland territories, which separates its model from Spain's in the Americas.

SET C · APPLY AND EXTEND

11. Model response: Thesis (1 point): Exploration depended heavily on borrowed technology, but European political and economic motives turned that knowledge into sustained voyaging. Evidence (up to 2 points): the compass from China, the lateen sail from Arab ships, astrolabes and charts from Islamic scholars, and gunpowder from China. Reasoning (1 point): similar tools existed in Asia, yet Ming China halted its voyages; European states combined the tools with mercantilist competition, so the technology was necessary but not sufficient.
12. Model response: Claim (1 point): Rulers used exploration to raise revenue and prestige. Evidence (up to 2 points): Spain funded Columbus and gained American silver; Portugal built a trading-post empire in the Indian Ocean; the Treaty of Tordesillas reflects state control. Analysis (1 point): wealth from trade and bullion strengthened monarchs against nobles and rivals, consistent with mercantilism.

4.2 The Columbian Exchange**SET A · CHECK YOUR UNDERSTANDING**

1. Smallpox and measles are two (influenza and malaria are also valid). They were deadly because Native peoples had no prior exposure and therefore no inherited immunity. Large groups were infected at once, so there were too few healthy people to care for the sick.
2. The potato became a staple in northern Europe, including Ireland and Russia. Maize or sweet potatoes spread in China, and manioc and maize spread in Africa. Each crop is linked to a place where it supported larger populations.
3. Spanish horses escaped or were traded north, and by the 1700s Plains peoples such as the Comanche used them for hunting bison and for warfare. Horses increased mobility and the range of trade and raids. This is a case where an introduced animal strengthened, not weakened, a Native society.
4. European livestock such as cattle and sheep overgrazed lands and displaced native plants, and settlers cleared forests for plantation crops like sugar. Silver mines also consumed forests for fuel and polluted waterways. These changes altered ecosystems that had been stable for centuries.
5. A cash crop is grown mainly for sale in distant markets. Sugar is a leading example, and it was grown on Caribbean and Brazilian plantations using enslaved African labor. Tobacco in Virginia is another example.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Lack of immunity to diseases such as smallpox explains the scale of death. Biological warfare was not the main cause, which is the tempting wrong answer, because epidemics spread well beyond any Spanish contact.
7. A. The potato is calorie-dense and grows in cool, poor soil, so it supported larger populations. Plantation slavery was driven by sugar, tobacco, and cotton, not the potato.
8. E. Sugarcane came from the Old World and became the basis of plantation economies in Brazil and the Caribbean. The other four are American in origin, and maize is the most common wrong choice.
9. B. Okra and rice were brought by enslaved Africans and cultivated in the Americas. Wheat and grapes were brought by Europeans, while the other pairs are American crops.
10. D. Colonial economies needed workers after Native populations collapsed, and planters and miners turned to enslaved Africans. Mining and sugar actually expanded, so the other options reverse the trend.

SET C · APPLY AND EXTEND

11. Model response (2 points for two accurate developments, 1 point for linking each to evidence): (1) American staple crops such as potatoes, maize, and sweet potatoes raised food supplies and fed population growth in Europe and China. (2) Cash crops and American silver reshaped trade and labor: sugar and tobacco plantations expanded Atlantic commerce and demand for enslaved Africans, while silver financed Asian purchases. Also acceptable: Africa's adoption of maize and manioc, or new foods changing cuisine.
12. Model response: Thesis (1 point): Disease was at least as important as weapons, because it destroyed the societies' ability to resist. Evidence (2 points): smallpox struck Tenochtitlan during the siege of 1520-1521 and killed many defenders and leaders; epidemics weakened the Inca before Pizarro arrived in 1532; Cortes and Pizarro also relied on Native allies and steel, horses, and guns, which supports the counterpoint. Reasoning (1 point): epidemics shifted the balance of power and made small Spanish forces effective, though alliances and weapons were also necessary.

4.3 Maritime Empires and the Atlantic World

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SET A · CHECK YOUR UNDERSTANDING

1. A joint-stock company lets many investors pool money, share profits, and limit personal loss. Rulers backed them because they financed expensive voyages without draining the treasury and extended state power, since monarchs granted monopolies in exchange for service.
2. The encomienda gave a Spanish colonist the right to Native labor and tribute in a village, supposedly with duties to protect and convert the people. The mita was a rotating labor draft that adapted an Inca practice and sent Andean workers to mines like Potosi. One was tied to an individual colonist, the other to a state-organized rotation.
3. Silver mined at Potosi and in Mexico was shipped to Spain and to Manila by galleon. Chinese demand for silver meant that it bought silk and porcelain, which were then sold in Europe and the Americas. This created a global trading circuit.
4. It was a social hierarchy based on ancestry and birthplace that gave rights and status by category. Peninsulares were at the top, creoles below them, and mestizos, mulattos, Native peoples, and enslaved Africans lower. It shows how colonization formed new elites and new mixed populations.
5. Tokugawa Japan allowed only the Dutch and Chinese to trade at Nagasaki after the 1630s and banned Christian missionaries. The shogunate feared that foreign religion and merchants would weaken its authority and encourage rebellion by daimyo. Ming China similarly confined Europeans to designated ports.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. The mita drafted rotating labor for mines such as Potosi. The hacienda was an agricultural estate, so it fits agriculture rather than mining labor.
7. C. Portugal's strength was a chain of forts that taxed shipping. The viceroy answer describes Spain, and Asian merchants kept trading, so the 'eliminated' option is false.
8. B. The VOC was a joint-stock company with state-granted powers. It traded in Japan but was not part of the Japanese state.
9. A. Gujarati, Swahili, Omani, and Javanese merchants stayed active, and intra-Asian trade grew. The Goa answer is tempting but ignores continuity.
10. D. Ming China's tax system and commerce used silver, so it absorbed huge amounts through the Manila trade. Other states used it too, but China was the central destination.

SET C · APPLY AND EXTEND

11. Model response: Similarity (1 point): both used state power and a profit motive, and both took part in the silver and spice trades. Difference (1 point): Spain controlled territory and extracted silver with coerced Native labor, while the Dutch relied on a joint-stock company with trading posts and shipping. Evidence (up to 2 points): encomienda, mita, Potosi, versus VOC, Batavia, Cape Town. Analysis (1 point): Spain's wealth was mineral, the Dutch wealth was commercial and financial.
12. Model response: Claim (1 point): They raised revenue and gave rulers tools to claim distant territories. Evidence (2 points): the English and Dutch East India Companies had royal monopolies and the right to build forts and raise troops; tariffs and bullion stocks were used to fund armies. Reasoning (1 point): revenue from colonial trade reduced dependence on nobles and strengthened centralizing states, while competition produced wars over trade routes.

4.4 The Atlantic Slave Trade and Labor Systems**SET A · CHECK YOUR UNDERSTANDING**

1. The Middle Passage was the ocean voyage that carried captive Africans to the Americas. Captives were chained below deck in crowded, unsanitary spaces, which spread disease, and a significant share died. Some revolted, showing resistance even at sea.
2. Ships carried manufactured goods and guns from Europe to Africa, enslaved Africans from Africa to the Americas, and plantation goods from the Americas back to Europe. It linked three continents and produced profit at each stage. It was a general pattern rather than a rigid route.
3. Rulers in states like Dahomey and the Asante sold captives for European goods, especially guns, and used them to expand and defend their power. The trade strengthened some coastal states but fueled warfare and instability. Others, like Nzinga of Ndongo, resisted.
4. Indentured servants agreed to a limited term of service in exchange for passage and had legal rights and a release date. Chattel slaves were property for life, and their children inherited that status. The decline of indenture and rise of slavery reflected planters' growing preference for permanent labor.
5. Millions were removed, producing demographic imbalance (fewer men than women in some regions) that altered family and labor patterns. It also increased warfare and raiding and strengthened slave-trading states. Both show uneven political and social consequences.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. The Atlantic system made people lifelong, inherited property to produce goods for global markets. The 'never existed' choice is false, since slavery was old and widespread.
7. E. Sugar economies in Brazil and the Caribbean took most captives. British North America, though famous, took only a few percent of the total.
8. D. Servants completed their terms and sometimes rebelled, while slaves gave lifelong labor. Cost alone was not the factor, and no law outlawed indenture then.
9. C. Nzinga fought the Portuguese in Angola in the 1600s. The Songhai were broken by Morocco in 1591, not by her.
10. B. Men were exported in larger numbers, which left more women in some regions and altered labor and family patterns. The claim about women reverses the pattern.

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SET C · APPLY AND EXTEND

11. Model response: Continuity (1 point): coerced labor and slavery, including household slavery in Africa and the use of forced labor like the mita, continued. Change (1 point): chattel slavery on plantations expanded hugely, becoming hereditary and racialized and linking four continents. Evidence (up to 2 points): sugar plantations in Brazil and Barbados, millions across the Middle Passage, replacement of indentured servants. Analysis (1 point): the cause was growing global demand for goods like sugar.
12. Model response: Thesis (1 point): both were essential, but Europeans created the demand that shaped the system. Evidence (2 points): African states such as Dahomey and the Asante sold captives for guns and textiles and controlled the coast; European demand for sugar, tobacco, and rice and the financing of voyages drove volume. Reasoning (1 point): African rulers pursued their own interests but within a system structured by European plantation economies; some leaders, like Nzinga and Afonso I, opposed it.

4.5 Cultural and Social Change**SET A · CHECK YOUR UNDERSTANDING**

1. Humanism was a Renaissance emphasis on human potential and on classical Greek and Roman texts. It encouraged realistic art, individual achievement, and scholarship outside purely religious themes. Patrons like the Medici funded these works.
2. Cause: Luther and others criticized Church practices such as indulgences, and the printing press spread their complaints. Effect: Western Christianity split, producing religious wars and, in the end, stronger states. The Catholic Reformation also followed.
3. Syncretism is the blending of elements from different belief systems into a new one. Vodou combines West African spiritual traditions with Catholic saints, and Guadalupe devotion blends Catholic and Native elements. Both emerged from cultural contact in the Atlantic world.
4. A creole was a person of Spanish descent born in the Americas, while a mestizo had mixed European and Native ancestry. Creoles had higher status but were excluded from top offices, while mestizos ranked lower. The distinction shows ancestry shaping legal rights.
5. Spain suppressed diversity by expelling Jews in 1492, and the Qing limited Han Chinese roles in the military and required the queue. The Ottoman and Mughal empires accommodated minorities, with the millet system and Akbar's policies. Each used its approach to maintain order.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Luther criticized indulgences and the Church's authority to dispense salvation. Divine right of kings is a political doctrine he did not attack.
7. B. Copernicus, Galileo, Kepler, and Newton used observation and math. Most scientists remained religious, so 'rejection of all religion' is wrong.
8. C. Vodou blends West African and Catholic elements. The Council of Trent was a Catholic response, not a blend of faiths.
9. E. The Qing maintained Manchu privilege over the Han majority. Welcoming Jewish exiles describes the Ottomans.
10. A. Creoles had economic power but were shut out of top offices, which created grievances. Viceroy were peninsulares.

SET C · APPLY AND EXTEND

11. Model response: Claim (1 point): Trade created wealthy merchants who funded the arts and spread styles. Evidence (2 points): Medici patronage in Florence, Dutch merchants buying paintings, Chinese porcelain and silk traded to Europe, Mughal and Tokugawa urban art. Analysis (1 point): profit and taxes funded the arts and brought cultural exchange, including blending of styles.
12. Model response: Thesis (1 point): both challenged Church authority, but in different ways and to different degrees. Evidence (2 points): Luther rejected papal authority and the printing press let people read scripture; Galileo's conflict with the Church and Newton's laws offered natural explanations; yet Catholic reforms, the Council of Trent, and religious wars show that religious authority endured. Reasoning (1 point): authority was reshaped rather than ended, setting stage for the Enlightenment.

4.6 Interconnections: Continuity, Change, and Resistance**SET A · CHECK YOUR UNDERSTANDING**

1. Spanish colonial officials and missionaries forced Pueblo people to labor and suppressed their religious practices. Pueblo resentment of this treatment, along with drought and disease, led them to coordinate a revolt in 1680. The Spanish were driven out of New Mexico until 1692.
2. Maroon societies were communities of escaped enslaved people who established themselves in remote regions. Palmares in Brazil and the Jamaican Maroons are examples. They show resistance to slavery and sometimes won treaties or survived for decades.
3. The Tokugawa shogunate expelled Christian missionaries, banned most overseas travel, and, by the 1630s, restricted foreign trade to Dutch and Chinese merchants at Nagasaki. It feared foreign religion would threaten its authority. The policy limited European influence while allowing controlled trade.
4. French nobles and judges opposed royal taxes and the growing power of the crown's ministers during Louis XIV's childhood. The rebellion failed, and Louis XIV later built a stronger absolutist state. It is an example of internal resistance to centralization.
5. Agriculture remained the foundation of most economies, and peasants continued to provide most labor. Indian Ocean trade by Asian merchants also continued. Both show that change was layered over older systems.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The Pueblo Revolt targeted Spanish rule in New Mexico. Metacom's War was against English colonists, which is the tempting wrong answer.
7. A. The Fronde was a noble and judicial revolt against royal authority in France. It was not a slave revolt.
8. D. Palmares was founded by runaways and lasted until 1694. It was not a European post.
9. C. American silver was new and reshaped trade. The other choices describe continuities.

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10. E. Both managed foreign trade to limit its disruptive effects, as Macao and Nagasaki illustrate. Neither established colonies in the Atlantic.

SET C · APPLY AND EXTEND

11. Model response (2 points for two reasons, 2 for examples): (1) Economic burdens: French nobles in the Fronde resisted taxation, and Cossacks reacted to Russian and Polish-Lithuanian control and serfdom. (2) Religious and cultural suppression and forced labor: Pueblo peoples revolted against Spanish missions and labor demands in 1680; Metacom's alliance fought English land seizures. Other valid: Nzinga against Portuguese slaving.
12. Model response: Thesis (1 point): Asian states mostly controlled trade, with Europeans adapting to them, though Europeans gained footholds. Evidence (2 points): Ming restrictions to Macao and silver payments; Tokugawa limits to Nagasaki; Mughal control of coastal trade; Indian Ocean merchants persisting; counter-evidence: Portuguese forts at Goa and Malacca and Dutch control of the Spice Islands. Reasoning (1 point): Europeans dominated sea lanes and small ports but not the large inland economies that were the main sources of goods.

4.7 Multiple-Choice Practice: Transoceanic Interconnections (c. 1450 to 1750)

SET A · CORE CONCEPTS

1. C. The triangular lateen sail allowed tacking. The fluyt was a Dutch freighter, which is the tempting wrong choice because it is also a ship design.
2. E. Both are associated with state-supported voyages, though Henry sponsored them for Portugal and Zheng He served the Ming. Neither founded a joint-stock company, which came later.
3. A. Epidemics of smallpox and measles killed huge numbers. Food shortages followed some epidemics, but disease was the primary cause.
4. D. The potato yields many calories on poor, cool soil. Wheat was an old crop in Europe and sugarcane was a cash crop.
5. B. Portugal held Goa, Malacca, and other ports. Holding inland territory was a Spanish pattern in the Americas.
6. C. Spain used the mita to supply workers for Potosi. Indenture contracts were between individuals and masters and had a fixed term.
7. E. The VOC (1602) was Dutch. The East India Company of 1600 was English, so pairing it with France is a typical error.

SET B · APPLICATIONS AND DATA

8. B. The record describes goods traded for captives on a slaving voyage. Indentured servants were Europeans on contract, not chained captives.
9. D. Brazil and the Caribbean total 8.1 million of the 8.5 million listed, so they dominate. British North America, the destination many students expect to be largest, received only 0.4 million.
10. E. Silver crossing the Pacific bought Chinese goods. The Indian Ocean trade continued, so the 'decline' answer is wrong.
11. A. Birthplace determined access to office. The mita applied to Native workers, not creoles.
12. C. Controlled trade at one port served the state's interests. Complete opposition to trade is wrong because Nagasaki stayed open.
13. B. Pueblos rose against Spanish rule in 1680. Metacom fought English settlers, a common confusion.
14. D. The Atlantic system treated people as hereditary property for large-scale commodity production. Domestic and household roles were common in African slavery, which is why that answer is tempting.

SET C · EXAM-LEVEL STRETCH

15. A. Different political priorities, not technology, explain the divergence. The compass was Chinese in origin, so the technology answer fails.
16. C. Disease and conquest reduced the Native workforce, and sugar and tobacco demanded laborers. The statement reversing cause and effect is a common trap.
17. E. Both resisted pressures from expanding states, although the Pueblo revolt temporarily succeeded and the Fronde failed. Only the Pueblo Revolt involved Native peoples, so the 'enslaved' choice is false.
18. D. The sultans valued skills of exiles. Not all empires tolerated minorities, as Spain's expulsion shows.
19. B. Farming remained the base of most economies. The other items are new features of the period.
20. A. Pooling capital spread risk and let rulers compete globally. Ming demand for silver is true but did not cause company creation.

4.8 Free-Response Practice: Transoceanic Interconnections (c. 1450 to 1750)

QUESTION 1 · SHORT ANSWER: SECONDARY SOURCE (COLUMBIAN EXCHANGE)

1. 1 point: the claim, for example that the exchange benefited the Eastern Hemisphere much more than the Western Hemisphere, or that its effects were unequal. Restating the quote without identifying the argument earns no point.
2. 1 point: specific evidence, such as epidemics of smallpox that killed large shares of Native populations in Mexico and the Caribbean, or the spread of the potato and maize that fed population growth in Europe and China, or American silver enriching Spain. The evidence must connect to the claim.
3. 1 point: an explanation linking depopulation to labor, for example that the collapse of Native populations led colonists to rely on enslaved Africans on sugar plantations, or that the Spanish used the mita and encomienda to extract labor from the survivors.

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QUESTION 2 · DOCUMENT-BASED QUESTION (COMPACT)

4. 2 points: 1 point for a defensible thesis, for example that European maritime empires transformed the Atlantic economy and society by creating mining and plantation systems dependent on coerced labor, though older labor systems and local power continued; 1 point for relevant context, such as the Reconquista and Iberian rivalry, mercantilism, or Native depopulation.
5. Up to 2 points: using content of three documents accurately (Document 1: mita drafts; Document 2: plantation demand for enslaved Africans; Document 3: slave trade depopulating Kongo; Document 4: monopoly trade of the VOC), with support linked to the argument. Using two documents earns 1 point.
6. 1 point for sourcing, for example that Afonso I, a Christian African king writing to Portugal, aimed to persuade a European monarch to curb the slave trade, which makes his criticism credible as evidence of African opposition but also a limited perspective. Or that the Barbados planter had an interest in defending slave labor.
7. 1 point: outside evidence such as the casta system, Manila galleons, the Middle Passage, or the Dutch VOC's Batavia. Complexity point (rubric 1 point): corroborating or qualifying, for example noting that Indian Ocean merchants continued to flourish.

QUESTION 3 · LONG ESSAY: CAUSATION

8. 1 point: thesis, for example that exploration made the Atlantic trade possible, but plantation demand and Native depopulation were the immediate causes.
9. Up to 2 points: evidence such as Portuguese voyages to West Africa from the 1400s, Madeira and Sao Tome sugar, Columbian Exchange and Native population collapse, Brazilian and Caribbean plantations, African states supplying captives. Two or more specific, accurate examples earn the second point.
10. Up to 3 points: reasoning with causation (exploration established contacts and routes; the Columbian Exchange destroyed Native labor supplies; plantations needed workers) and a counterargument or additional cause, such as the earlier existence of slavery in Africa and Europe, or African state participation. Complexity requires weighing the factors.

QUESTION 4 · LONG ESSAY: CONTINUITY AND CHANGE OVER TIME

11. 1 point: thesis stating that the network changed in some ways (European armed entry, silver, monopolies) but mostly continued with Asian merchants and monsoon routes.
12. Up to 2 points: evidence of change, such as Portuguese capture of Goa, Malacca, and Hormuz and use of licenses; Dutch VOC monopolies on spices and the founding of Batavia; flow of American silver into Asia via Manila.
13. Up to 3 points: evidence of continuity, such as Gujarati, Swahili, Omani, and Javanese merchants still carrying cargo, regional cotton textiles, and Asian states controlling large inland markets, plus an evaluation that the system was restructured but not transformed.

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Unit 5: Revolutions (c. 1750 to 1900).

7 sections with explanations and worked examples, then 94 practice problems. Answers and full explanations are at the end of the chapter.

5.1 The Enlightenment and Its Ideas

You will explain the Enlightenment's key thinkers and ideas, its roots in the Scientific Revolution, and how it shaped revolutions, women's rights, and reform.

Between about 1650 and 1800, a group of European writers argued that human reason, not tradition or royal and church authority, should guide how people understand nature and organize society. This movement, the **Enlightenment**, supplied the vocabulary that revolutionaries used from Philadelphia to Paris to Port-au-Prince to Caracas. To explain the revolutions of 1750 to 1900 you need to know the ideas, who held them, and where they stopped short.

Roots in the Scientific Revolution. In the 1500s and 1600s Copernicus, Galileo, Kepler, and Newton showed that the heavens followed mathematical laws that observation and experiment could uncover. Francis Bacon championed **empiricism**, learning from evidence, and Rene Descartes championed deductive reasoning. Enlightenment thinkers asked a bold question: if natural laws govern planets, might natural laws also govern politics, economics, and morality? They applied reason and evidence to human relationships, and they reexamined the role of religion in public life. Many favored **deism**, the belief in a creator who set the universe in motion but does not interfere, and many demanded religious toleration.

Core Enlightenment ideas

Reason and empiricism: knowledge comes from observation and logic, so inherited custom and unquestioned authority can be challenged.

Natural rights: individuals possess rights, such as life, liberty, and property, that exist before government and cannot be legitimately taken away.

Social contract: governments are created by the consent of the governed to protect rights; a ruler who violates the contract loses legitimacy.

The major thinkers. The table below compares the philosophes you must be able to name and attach to an idea.

Thinker	Main idea	Revolutionary echo
John Locke (English, 1632-1704)	People are born with natural rights to life, liberty, and property; government rests on consent, and people may replace a government that violates those rights	American Declaration of Independence (1776); Latin American creole elites
Jean-Jacques Rousseau (Swiss-French)	Sovereignty belongs to the people as a whole; the 'general will' should guide the state; inequality is produced by society	Radical phase of the French Revolution, calls for popular sovereignty
Baron de Montesquieu (French)	Liberty is protected when power is divided among separate branches that check one another	U.S. Constitution; French constitutions
Voltaire (French)	Defended freedom of speech, religious toleration, and reason; attacked church privilege and intolerance	Anticlerical reforms in France; freedom of expression
Adam Smith (Scottish)	Free markets guided by self-interest produce wealth; criticized mercantilist restrictions	Laissez-faire liberalism in the 1800s
Immanuel Kant (German)	Defined Enlightenment as daring to use one's own reason	Spread of critical thought in Central Europe

Notice that Locke and Rousseau differ. Locke's individual rights and limited, consent-based government fit the logic of the American Revolution, while Rousseau's emphasis on the collective will of the people fits the more radical phase of the French Revolution. Both rejected the **divine right of kings**, the claim that monarchs rule by God's authority and answer to no earthly power.

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How ideas spread. Enlightenment thought moved through printed books and pamphlets, newspapers, coffeehouses, Masonic lodges, and the **salons** of Paris, where educated hosts, many of them women, gathered writers and nobles for discussion. Rulers such as Frederick the Great of Prussia, Catherine the Great of Russia, and Joseph II of Austria adopted some reforms and are called **enlightened despots**, but they kept absolute power. Colonial elites in the Americas read the same works, often in smuggled editions.

Women and the Enlightenment. Most philosophes assumed women should remain in the home, and Rousseau argued that female education should prepare women to serve husbands. Women nonetheless used Enlightenment logic against that conclusion. During the French Revolution, Olympe de Gouges wrote the Declaration of the Rights of Woman and of the Female Citizen (1791), copying the male Declaration but extending its rights to women. In England, Mary Wollstonecraft wrote *A Vindication of the Rights of Woman* (1792), arguing that women appear inferior only because they are denied education. Neither won suffrage in her lifetime, and de Gouges was executed in 1793, but their arguments fed the emergent feminism and later suffrage campaigns, including the Seneca Falls Conference of 1848 organized by Elizabeth Cady Stanton and Lucretia Mott.

Impact on revolutions and reform. Enlightenment ideas did not cause revolutions by themselves; economic strain, war debt, and social resentment mattered. But the ideas gave rebels a language of legitimacy. The American Declaration of Independence echoes Locke. The French Declaration of the Rights of Man and of the Citizen (1789) proclaims liberty, equality before the law, and popular sovereignty. Simon Bolivar's Letter from Jamaica (1815) used Enlightenment arguments to justify independence from Spain. Over the longer term, the same ideas supported movements to abolish slavery and end serfdom, to expand suffrage, and to build liberal government, in which constitutions limit power and protect individual liberties.

EXAMPLE 1: ANALYZING A SOURCE

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

U.S. Declaration of Independence, 1776

Identify one Enlightenment idea in the passage and explain one way the passage's historical situation limits how fully it embodied that idea.

SOLUTION

Identify the claim: the passage says governments exist to secure natural rights and draw legitimate power from the consent of the governed. That is the Lockean social contract plus natural rights.

Tie to context: the authors were colonists in rebellion against Britain, and they used this universal language to justify separation from a monarch who they said had violated the contract.

Evaluate the limit: in 1776 slavery was legal in all thirteen colonies, and women and most men without property could not vote. So the phrase 'all men' was applied narrowly, which later reformers (abolitionists, suffragists) turned against the new republic.

Strong answer pattern: claim + evidence from the text + historical situation.

EXAMPLE 2: COMPARING THINKERS

Explain one difference between Locke and Montesquieu in how they would protect liberty, and one way a revolution reflected each.

SOLUTION

Locke: liberty is protected by recognizing natural rights and the people's right to replace a government that violates them.

Reflection: the American colonists justified independence this way.

Montesquieu: liberty is protected structurally, by separating legislative, executive, and judicial power so that none dominates.

Reflection: the U.S. Constitution divides power among three branches.

Difference stated clearly: Locke emphasizes the source of legitimate authority (consent and rights); Montesquieu emphasizes institutional design (checks and balances).

Common mistakes

Do not say the Enlightenment 'caused' revolutions by itself, or that every philosophe wanted democracy. Voltaire and others admired enlightened monarchs, and Locke and Smith were not democrats in the modern sense. Also avoid mixing up the rights thinker (Locke), the separation-of-powers thinker (Montesquieu), and the general-will thinker (Rousseau). A mnemonic: Locke = Liberty and property, Montesquieu = Multiple branches, Rousseau = Rule by the people (general will).

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Exam essentials

Enlightenment thought, which questioned tradition in all areas of life, often preceded revolutions and reform movements.

Enlightenment ideas appear in revolutionary documents: the Declaration of Independence, the Declaration of the Rights of Man and of the Citizen, and Bolivar's Letter from Jamaica.

Enlightenment ideas also inspired demands for women's rights, the end of serfdom, and the abolition of slavery.

Practice**SET A Check Your Understanding**

Answer in two to four sentences.

1. State the three core ideas of Enlightenment political thought and define each in one phrase.
2. Explain how the Scientific Revolution made the Enlightenment possible.
3. Identify one idea each for Montesquieu and Rousseau and name the reform or revolutionary development each influenced.
4. What did Olympe de Gouges and Mary Wollstonecraft argue, and how did they use Enlightenment ideas?
5. What is an enlightened despot? Give one example.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best expresses the Enlightenment idea of the social contract?
(A) Rulers receive authority directly from God and answer only to the church
(B) The most capable economic actors should be free from all taxation
(C) Governments gain legitimacy from the consent of the governed and exist to protect individual rights
(D) Society works best when each social class remains in its inherited position
(E) The state should own all property for the benefit of the community
7. Montesquieu's ideas about government most directly influenced which development?
(A) The division of government into legislative, executive, and judicial branches in the U.S. Constitution
(B) The abolition of the slave trade in the British Empire
(C) The creation of a state-run cotton industry in Egypt
(D) The Meiji decision to adopt a western-style military
(E) The Taiping demand for land redistribution
8. "Man is born free, and everywhere he is in chains." This sentence by Rousseau most directly supports which argument?
(A) Free trade will make all nations prosperous
(B) Women should be educated like men
(C) Colonial peoples must be guided by Europeans
(D) Religious uniformity is necessary for order
(E) Existing governments and social inequalities lack legitimacy unless they rest on the will of the people
9. Which factor most helped Enlightenment ideas circulate among ordinary educated people in the 1700s?
(A) Government sponsorship through the Catholic Church
(B) Printed pamphlets, newspapers, coffeehouses, and salons
(C) The spread of steam-powered railroads
(D) Mandatory public education in all European states
(E) Telegraph networks linking colonial capitals
10. Which of the following best shows Enlightenment influence on later reform movements?
(A) The Qing court restricted foreign trade to Guangzhou
(B) The Ottoman sultan strengthened the janissary corps
(C) Mughal rulers expanded tax farming
(D) Abolitionists argued that slavery violated natural rights
(E) Spain increased silver mining in Potosi

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SET C Apply and Extend

Write a developed response with evidence.

11. Using the Declaration of the Rights of Man and of the Citizen (1789) as an example, explain two ways Enlightenment ideas shaped the French Revolution, and one way the revolution fell short of those ideas for women.
12. Evaluate the extent to which Enlightenment ideas caused the revolutions of the Atlantic world. Give two other causes and a judgment.

5.2 The Atlantic Revolutions

You will explain the causes, course, and results of the American, French, Haitian, and Latin American revolutions, including Napoleon and Bolivar.

Between 1775 and 1825 a chain of revolutions reshaped the Atlantic world. Colonial subjects and ordinary people challenged monarchs and empires, and new states appeared in North America, France, Haiti, and Latin America. Each used Enlightenment ideas, but each had its own causes and outcomes. Keep one question in mind: who gained rights, and who was left out?

The American Revolution (1775-1783). After the Seven Years' War (1756-1763), Britain was deeply in debt and taxed its North American colonies (the Stamp Act of 1765, the Townshend duties, the Tea Act) without colonial representation in Parliament. Colonists answered with the slogan 'no taxation without representation,' boycotts, and finally war. The Declaration of Independence (1776) drew on Locke's natural rights and consent. French aid helped win at Yorktown (1781), and the Treaty of Paris (1783) recognized the United States. The Constitution (1787) created a republic with separated powers, but slavery continued and women and most men without property lacked the vote. The American case showed that colonists could win independence and build a republic, so it became a model for later rebels.

The French Revolution (1789-1799). France faced a debt crisis made worse by support for the American war, an unfair tax system, and bad harvests. When Louis XVI called the Estates-General in 1789, the Third Estate (commoners, about 97 percent of the population) declared itself the National Assembly. Crowds stormed the Bastille on July 14, and the Assembly abolished feudal privileges and issued the Declaration of the Rights of Man and of the Citizen. A constitutional monarchy gave way in 1792 to a republic, and Louis XVI was executed in 1793. Fear of foreign invasion and internal enemies led to the radical **Reign of Terror (1793-1794)**, directed by the Committee of Public Safety under Maximilien Robespierre, which sent tens of thousands to the guillotine or prison. Robespierre's fall in 1794 led to the Directory, a weak government that Napoleon Bonaparte overthrew in a coup in 1799.

Napoleon: heir and betrayer of the Revolution

Kept revolutionary gains: equality before the law, careers open to talent, and the **Napoleonic Code** (1804), which confirmed property rights and abolished feudal privilege.

Reversed others: he made himself emperor (1804), censored the press, and curbed women's legal rights in the Code; he also restored slavery in French colonies (1802).

Spread nationalism: his conquests spread French reforms but provoked nationalist resistance in Spain, Germany, and Russia. Defeat at Waterloo (1815) led to the Congress of Vienna, which tried to restore conservative monarchies.

The Haitian Revolution (1791-1804). Saint-Domingue, France's richest colony, produced much of the world's sugar and coffee with roughly half a million enslaved Africans. Society was divided among white planters, free people of color (*gens de couleur*), and the enslaved. Inspired in part by the French Revolution's language of liberty, and after a large uprising in 1791, enslaved people fought planters and then French, Spanish, and British armies. **Toussaint Louverture**, a formerly enslaved man, emerged as the leading general, ended slavery in the colony by 1801, and issued a constitution. Napoleon sent an army to restore French control and slavery; Toussaint was captured and died in a French prison in 1803. His lieutenant Jean-Jacques Dessalines defeated the French, partly aided by yellow fever, and declared independence on January 1, 1804. Haiti became the first independent Black republic and the only successful slave revolt to create a state. It alarmed slaveholders across the Americas, and other nations isolated it economically; France later demanded a large indemnity as the price of recognition.

Latin American independence (c. 1808-1825). Society in the Spanish colonies was ranked by birth: **peninsulares** (born in Spain) held top offices, **creoles** (American-born whites) were wealthy but excluded from them, with mestizos, Indigenous peoples, and enslaved Africans below. Creoles read Enlightenment works, resented Spanish trade restrictions, and had the American and Haitian examples before them. The trigger came when Napoleon invaded Spain in 1808 and deposed its king, creating a crisis of legitimacy. In the north **Simon Bolivar** led armies that liberated Venezuela, Colombia, Ecuador, and Bolivia, and he explained the cause in his Letter from Jamaica (1815). In the south Jose de San Martin freed Argentina and Chile and joined Peru's liberation. Mexico's path began in 1810 when the priest Miguel Hidalgo called a rebellion of Indigenous and mestizo peasants; conservative creoles, fearing radicalism, backed independence in 1821. Brazil separated peacefully in 1822 under Pedro, son of the Portuguese king. Bolivar's dream of a united Gran Colombia collapsed, and creole elites, landowners, and military strongmen (*caudillos*) dominated the new states, so Indigenous and enslaved peoples gained little.

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Revolution	Main cause	Who led it	Outcome
American	Imperial taxes, no representation	Colonial elites (Washington, Jefferson)	Republic; slavery and limited suffrage persisted
French	Debt, inequality, Enlightenment ideas	Bourgeois lawyers, then radicals, then Napoleon	Rights declared, Terror, then empire
Haitian	Slavery and racial hierarchy	Enslaved people; Toussaint, Dessalines	Abolition and independence in 1804
Latin American	Creole exclusion; Napoleon's invasion of Spain	Creole elites (Bolívar, San Martín)	Independent republics; elite rule continued

EXAMPLE 1: CAUSATION

Explain one way the American Revolution and one way the French Revolution influenced the Haitian Revolution.

SOLUTION

American link: the success of colonists against a European empire and their language of natural rights showed that imperial rule could be defeated and made appeals to liberty seem legitimate.

French link: the 1789 Declaration and the revolutionary assembly's debate over rights of free people of color created political openings; when the French government and planters disagreed, enslaved people seized the moment to rise in 1791.

Add a caution: the Haitian rebels went further than either model, since both left slavery in place when they began.

EXAMPLE 2: COMPARISON

Compare the leadership of the Haitian and Latin American independence movements.

SOLUTION

Similarity: both overthrew European colonial rule and both looked to Enlightenment ideas and earlier revolutions.

Difference: Haiti was led by formerly enslaved people and ended slavery immediately, while Latin American independence was led mostly by creole elites who kept existing social hierarchies and delayed ending slavery.

Because of this difference, Haiti's revolution changed society more deeply, but Haiti was isolated, while Latin American states gained wider recognition.

Exam tip

Do not call the French Revolution a failure or success in one word. Show change and continuity: rights and equal laws expanded, but the Terror and Napoleon's empire restored authoritarian rule. Also remember: Napoleon did not cause Latin American independence alone, but his invasion of Spain created the crisis that opened the door.

Dates to anchor

1776 American Declaration; 1789 French Declaration; 1791 Haitian uprising; 1804 Haitian independence and Napoleon's Code/empire; 1808-1825 Latin American wars; 1815 Waterloo and Letter from Jamaica.

Enlightenment ideas gave rebels a shared vocabulary, but the American, Haitian, and Latin American revolutions together created independent states in the Americas.

Practice**SET A Check Your Understanding**

Answer in two to four sentences.

1. List two causes of the French Revolution and explain how each weakened the monarchy.
2. What was the Reign of Terror and why did it happen?
3. How did Napoleon both preserve and betray the French Revolution?
4. Who was Toussaint Louverture, and what did he accomplish?
5. Why did creoles lead Latin American independence movements, and what did they want?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event most directly triggered the Latin American independence movements?
- (A) The Haitian Constitution of 1801
 - (B) The abolition of the Atlantic slave trade by Britain
 - (C) The end of the Seven Years' War
 - (D) Napoleon's invasion of Spain and removal of the Spanish king in 1808
 - (E) The Congress of Vienna
7. The Haitian Revolution was unique among Atlantic revolutions because it
- (A) restored a monarchy under Napoleon
 - (B) produced a state founded by formerly enslaved people who abolished slavery
 - (C) kept the planter elite in power
 - (D) began as a protest against taxes on tea
 - (E) was led by peninsulares
8. "... we are neither Indian nor European, but a species midway between the legitimate owners of this country and the Spanish usurpers."
Simon Bolivar, Letter from Jamaica, 1815
This passage best illustrates which Latin American grievance?
- (A) Creoles claimed a distinct American identity and rejected Spain's right to rule them
 - (B) Peasants demanded land redistribution from creoles
 - (C) Indigenous leaders sought a return to Aztec rule
 - (D) The Spanish crown favored creoles over peninsulares
 - (E) Peninsulares wanted autonomy from the viceroy
9. Which result was common to the French and Haitian revolutions?
- (A) Both ended with a restored Bourbon monarchy
 - (B) Both were led by creole elites
 - (C) Both left slavery untouched
 - (D) Both began as responses to British taxes
 - (E) Both produced written declarations of liberty and were followed by wars against European powers
10. Which of the following best describes a limit of the American Revolution?
- (A) It failed to gain independence
 - (B) It restored the British monarch
 - (C) Slavery continued and most women and propertyless men could not vote
 - (D) It abolished all private property
 - (E) It ended in a military dictatorship within a decade

SET C Apply and Extend

Write a developed response with evidence.

11. Compare the causes of the American and French Revolutions. Give one similarity and one difference, with evidence.
12. Evaluate the extent to which the Haitian Revolution was more radical than the Latin American independence movements.

5.3 Nationalism and Reform Movements

You will explain how nationalism built states, how reform movements and socialism challenged old hierarchies, and why rebellions such as the Taiping and 1857 erupted.

Revolutions in the Atlantic world were only part of the story. Across the 1800s people also built new national communities, abolished slavery and serfdom, demanded the vote, and imagined new economic orders. This lesson links those currents: nationalism, unification, reform at home and abroad, and the rebellions that sometimes followed when reforms failed.

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Nationalism. **Nationalism** is the belief that people who share a language, religion, customs, or territory form a nation that deserves its own state or self-rule. It grew out of Enlightenment ideas of popular sovereignty and out of the French Revolution and Napoleonic wars, which taught people to think of themselves as citizens rather than subjects of a king. Governments learned to harness it by using flags, schools, anthems, and national histories to foster unity. Nationalism worked in two directions: it could build states by unifying fragmented regions, or break up multinational empires such as the Ottoman and Austrian empires. Newly imagined communities often tied identity to the borders of the state, and nationalists sometimes challenged those borders.

Italian unification (1859-1870). Italy was divided into states ruled by Austria, the pope, and Bourbon kings. The Kingdom of Piedmont-Sardinia, guided by Prime Minister **Count Camillo di Cavour**, used diplomacy and a French alliance to expel Austria from the north in 1859. **Giuseppe Garibaldi** and his volunteer Red Shirts conquered Sicily and Naples in 1860 and turned them over to King Victor Emmanuel II, who was proclaimed king of Italy in 1861. Venetia joined in 1866, and Rome in 1870.

German unification (1866-1871). The German states were loosely bound in a confederation led by Austria. **Otto von Bismarck**, minister-president of Prussia, practiced *realpolitik*, politics based on power rather than ideals. Prussia's industrial economy, railroads, and army let it defeat Denmark (1864), Austria (1866), and France (1870-1871). The German Empire was proclaimed at Versailles in January 1871, with the Prussian king as Kaiser. Both unifications show how a powerful state used nationalism, war, and industrial strength to create a new nation-state.

Meiji Japan. In 1853 Commodore Matthew Perry's American warships forced Japan to open ports to trade, and unequal treaties followed. Many samurai blamed the Tokugawa shogunate, and in 1868 they restored the emperor in the **Meiji Restoration**. The new leaders, convinced Japan must modernize to avoid colonization, abolished the feudal domains and samurai privileges, created a conscript army and navy, built railroads and telegraphs, sponsored factories, and issued a constitution in 1889 with an elected Diet but strong imperial power. Japan became the only non-Western industrial power, defeating China in 1894-1895 and annexing Taiwan, then defeating Russia in 1904-1905, an example of state-sponsored industrialization that supported regional expansion.

Unification at a glance

Italy: Cavour (diplomacy) + Garibaldi (volunteers) + Piedmont-Sardinia, 1859-1870.

Germany: Bismarck (*realpolitik*) + Prussian army, wars of 1864, 1866, 1870, empire proclaimed 1871.

Japan: Meiji Restoration 1868 led to a centralized, industrializing state with a constitution in 1889.

Movement	Dates	Key figures or document	Result
Abolition of slavery	Britain 1833 (empire), France 1848, U.S. 1865, Brazil 1888	Wilberforce; Frederick Douglass; Lincoln	End of legal slavery; planters often retained power
End of serfdom	Russia 1861	Tsar Alexander II	Freed serfs paid for land, so poverty persisted
Women's suffrage	Seneca Falls 1848; New Zealand 1893	Stanton, Mott, Kate Sheppard	Vote won in a few places before 1900, most after 1914
Socialism	Communist Manifesto 1848	Marx and Engels	Labor parties and unions

Abolition and reform. Enlightenment natural-rights language and religious ideals, especially Quaker and evangelical Protestant convictions, drove the abolition of slavery. Britain banned the slave trade in 1807 and slavery in its empire in 1833 (with compensation to owners); France abolished it again in 1848; the United States ended it after the Civil War (1865); Cuba in 1886; and Brazil in 1888. Russia's Tsar Alexander II freed the serfs in 1861 after defeat in the Crimean War exposed his country's weakness. Women also organized: the Seneca Falls Conference (1848) issued a Declaration of Sentiments, and suffrage movements gradually grew.

Socialism and Marx. Industrial capitalism produced factory owners and a poor urban working class. **Socialism** called for collective or government ownership of production to reduce inequality. **Karl Marx** and Friedrich Engels, in *The Communist Manifesto* (1848), argued that history is a struggle between classes, that the **bourgeoisie** (owners) exploit the **proletariat** (workers), and that workers would eventually overthrow capitalism and create a classless communist society. Marx's critics argued he underestimated reform and nationalism, while moderate socialists sought change through unions and elections.

Rebellion against rulers. Not all discontent produced reform; some produced rebellion. In China the **Taiping Rebellion** (1850-1864), led by Hong Xiuquan, who claimed to be Jesus' younger brother, combined Christian-influenced ideas with calls for land redistribution, equality of women, and an end to Qing rule; it killed an estimated 20 million or more people. In India the **Indian Rebellion of 1857**, sparked when Indian soldiers (sepoys) in the British East India Company's army objected to cartridges rumored to be greased with animal fat, spread into a wider revolt against company policies and annexations. Britain suppressed it, ended the company's rule, and placed India under direct control of the Crown in 1858.

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EXAMPLE 1: CAUSATION

Explain one reason Japan modernized rapidly after 1868 while the Qing dynasty struggled to do so.

SOLUTION

Japan's leaders saw Perry's arrival and the unequal treaties as proof of the threat of colonization, and a coalition of samurai leaders used the emperor's restoration to remove the shogunate and take power centrally.

They then used state authority to build a conscript army, railroads, and factories.

In contrast, the Qing court was divided among elites resisting reform, and it was weakened by internal rebellions such as Taiping, so reform efforts were slower.

EXAMPLE 2: COMPARISON

Compare Italian and German unification.

SOLUTION

Similarity: in both, a strong state (Piedmont-Sardinia, Prussia) led and used war, diplomacy, and nationalism to join fragmented lands and push out Austrian influence.

Difference: Italian unification involved popular volunteers (Garibaldi) and a liberal monarchy, while German unification was driven by Bismarck's conservative realpolitik and the Prussian army.

Result: both created nation-states in the early 1870s that changed the balance of power in Europe.

Common mistakes

Do not treat nationalism as always liberal or always peaceful. It unified Italy and Germany, but it also broke multiethnic empires and fed conflict. Also separate Marx's critique (class struggle) from socialism in general, and remember the 1857 rebellion was crushed, though it changed British policy in India.

Key terms

Nationalism: loyalty to a nation defined by shared language, culture, or territory; it unified some states and fragmented others.

Liberalism: 19th-century ideology favoring constitutions, individual rights, and free markets.

Socialism/Communism: ideologies criticizing capitalism and seeking collective ownership; Marx predicted a workers' revolution.

Practice**SET A** Check Your Understanding

Answer in two to four sentences.

1. Define nationalism and give two ways governments used it to build unity.
2. Explain how Bismarck unified Germany.
3. What role did Garibaldi play in Italian unification compared with Cavour?
4. Why did Meiji leaders reform Japan's economy and military?
5. Summarize Marx's main argument in The Communist Manifesto.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which pair correctly matches a unification leader with the state he served?
(A) Cavour and Piedmont-Sardinia (B) Bismarck and Austria
(C) Garibaldi and Prussia (D) Metternich and Piedmont
(E) Hong Xiuquan and Japan
7. The Indian Rebellion of 1857 resulted in which change?
(A) India became independent
(B) The Mughal emperor regained power
(C) Britain withdrew its troops
(D) The British Crown replaced the East India Company as ruler of India
(E) Hinduism was made the official religion
8. Which factor best explains why the Meiji government created a conscript army and state-run industries?
(A) A desire to spread Christianity
(B) Pressure from the shogunate
(C) Fear of Western imperialism after Perry and the unequal treaties
(D) Demands from peasants for an elected parliament
(E) A wish to end trade with Europe
9. "The history of all hitherto existing society is the history of class struggles."
Marx and Engels, *The Communist Manifesto*, 1848
Which later development did this argument most directly encourage?
(A) The unification of Germany under Prussia
(B) The formation of labor parties and socialist movements
(C) The abolition of the slave trade in Britain
(D) The Meiji Restoration
(E) The Seneca Falls Conference
10. Which statement about 19th-century abolition movements is most accurate?
(A) They succeeded everywhere by 1800
(B) They were led exclusively by enslaved people
(C) They opposed Enlightenment ideas
(D) They began only after the U.S. Civil War
(E) They drew on both Enlightenment natural-rights ideas and religious convictions

SET C Apply and Extend

Write a developed response with evidence.

11. Explain two ways that nationalism acted as both a unifying and a dividing force in the 1800s. Use specific examples.
12. Evaluate the extent to which reform rather than revolution changed societies between 1800 and 1900. Use at least two examples.

5.4 Rebellions, Empires, and Resistance

You will explain how the Ottoman and Qing empires responded to pressure from industrial powers, and how rebellions and conflicts such as the Taiping, Boer wars, and Mexican revolution roots fit together.

By 1800 the older land-based empires faced new pressure from industrial Europe. Some rulers tried reform from above, some faced rebellion from below, and some lost control of trade and territory to foreign powers. This lesson examines the Ottoman and Qing responses, the Boer and Mexican cases, and how to compare them.

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The Ottoman Empire and the Tanzimat. By the 1800s the Ottoman Empire, once the dominant power of the eastern Mediterranean, was losing territory and was tied to European creditors. Greece won independence in 1830, and Serbia, Romania, and Bulgaria later gained autonomy or independence as Balkan nationalisms grew. Egypt under Muhammad Ali, nominally an Ottoman governor, built its own army and a state-sponsored cotton textile industry. In response the sultans began the **Tanzimat** ('reorganization,' 1839-1876). Reforms included the Edict of Gulhane (1839) promising equality before the law and security of life and property, a modernized conscript army, secular schools, a new legal code, and the 1876 constitution. The aim of **Ottomanism** was to give Muslims, Christians, and Jews a shared Ottoman identity and keep the empire together. Results were mixed. Conservatives and religious leaders resisted, nationalist movements continued, and heavy foreign loans led to bankruptcy in 1875. Sultan Abdulhamid II suspended the constitution in 1878, and the Young Turks, reformers inside the military, forced its restoration in 1908.

Qing decline and the Opium Wars. The Qing dynasty (1644-1912) had accepted European trade only at Guangzhou (Canton) under the Canton System. Britain ran a trade deficit because it bought Chinese tea, silk, and porcelain, and the East India Company balanced it by smuggling Indian-grown opium into China. Addiction spread, silver flowed out, and the Daoguang Emperor's commissioner Lin Zexu destroyed opium stocks in 1839. Britain used its steamships and modern guns to win the **First Opium War (1839-1842)**. The **Treaty of Nanjing** gave Britain Hong Kong, opened five treaty ports, and paid indemnity; later treaties added **extraterritoriality** (foreigners judged by their own law) and most-favored-nation clauses. The Second Opium War (1856-1860) opened more ports and legalized opium. These unequal treaties are examples of economic imperialism and a sign of growing Qing weakness.

The Taiping Rebellion and Qing responses. Population growth, famine, official corruption, humiliation by foreigners, and resentment of Manchu rule fed the Taiping Rebellion (1850-1864), led by Hong Xiuquan from Guangxi province. His movement seized Nanjing as its capital, banned opium and foot binding, and promised shared land, but also ruled harshly. The war cost an estimated 20 to 30 million lives. The Qing survived because regional officials such as Zeng Guofan and Li Hongzhang raised their own armies, which shifted power from the court to provincial leaders. They then pursued the **Self-Strengthening Movement** (1860s-1890s), buying Western weapons and building arsenals, shipyards, and railways while keeping Confucian values. Conservative court circles, especially the Empress Dowager Cixi, limited its reach. China's defeat by Japan in 1894-1895 exposed the failure of this approach. The Boxer Uprising (1899-1901), an anti-foreign movement, was crushed by an international force, and the dynasty fell in 1911-1912.

Feature	Ottoman Empire	Qing China	Meiji Japan
Pressure	Balkan nationalism, European loans and wars	Opium Wars, Taiping, unequal treaties	Perry, unequal treaties
Reform	Tanzimat (1839-1876), constitution 1876	Self-Strengthening (1860s-1890s)	Meiji Restoration (1868 onward)
Obstacle	Conservative elites, debt, multiethnic nationalisms	Court conservatism, regional power, weak finances	Limited samurai opposition, strong central leadership
Outcome	Partial reform; Young Turk revolution 1908	Reform failed to prevent decline; dynasty fell 1912	Industrialized, imperial power

Boer conflicts. Dutch settlers in southern Africa (Boers or Afrikaners) moved inland in the Great Trek of the 1830s to escape British rule at the Cape, setting up the Transvaal and Orange Free State. After diamonds (1860s) and gold (1886) were found, Britain and British settlers pushed in. Conflict led to the **First Boer War (1880-1881)**, won by the Boers, and the **Second Boer War (1899-1902)**, won by Britain through scorched earth and concentration camps in which thousands of Boer civilians and many Black Africans died. The Union of South Africa (1910) resulted. The wars show competition between imperial powers and settlers over resources, and the Africans whose land both groups claimed were excluded from the settlement.

Mexican roots. Independence in 1821 left Mexico unstable. It lost Texas and then a large portion of its northern territory to the United States in the Mexican-American War (1846-1848). Liberal reformers under Benito Juarez, an Indigenous Zapotec president, passed the Reforma laws in the 1850s to reduce Church and army privilege, and survived French occupation under Maximilian (1862-1867). The long rule of Porfirio Diaz (1876-1911), the Porfiriato, brought railroads, foreign investment, and economic growth but concentrated land in the hands of elites and left peasants landless. These grievances produced the Mexican Revolution of 1910.

EXAMPLE 1: CAUSE AND EFFECT

Explain one way the Opium Wars changed China's relationship with industrial powers.

SOLUTION

Cause: Britain's smuggling of opium to offset the trade deficit led China to try to ban it, and Britain used military force with steamships and modern guns.

Effect: unequal treaties (Nanjing 1842) gave Britain Hong Kong, treaty ports, and extraterritoriality, ending Qing control of foreign trade.

Significance: it opened China to economic imperialism and weakened the dynasty's prestige at home.

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EXAMPLE 2: COMPARISON

Compare the Ottoman Tanzimat and the Qing Self-Strengthening Movement.

SOLUTION

Similarity: both were top-down efforts to modernize militaries and economies in response to Western pressure, and both faced resistance from conservative elites.

Difference: the Tanzimat reformed legal equality and education and tried to build a shared Ottoman identity, while Self-Strengthening focused on military technology and kept Confucian institutions mostly unchanged.

Outcome: neither fully stopped decline, and both states faced revolutions around 1908-1912.

Exam tip

When asked how states responded to imperial pressure, always name both the pressure and the response, then state whether it worked. Avoid saying China refused to change; the Self-Strengthening Movement shows it tried, and the problem was limited reach and divided elites.

Remember

Pattern: industrial powers pressured weaker states, who responded with reform, resistance, or rebellion.

Unequal treaties, extraterritoriality, and treaty ports are evidence of economic imperialism.

Dates

1839-1876 Tanzimat; 1839-1842 First Opium War; 1850-1864 Taiping; 1860s-1890s Self-Strengthening; 1899-1902 Second Boer War; 1876-1911 Diaz.

Practice**SET A** Check Your Understanding

Answer in two to four sentences.

1. Explain why the Ottoman sultans began the Tanzimat reforms.
2. What was the main economic cause of the First Opium War?
3. Describe two terms of the Treaty of Nanjing (1842).
4. How did the Taiping Rebellion alter power within the Qing Empire?
5. Why did Britain and the Boers fight in southern Africa?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which of the following was a goal of Ottomanism?
 - (A) Making Arabic the language of government
 - (B) Creating a shared Ottoman identity among Muslims, Christians, and Jews
 - (C) Removing the sultan
 - (D) Ending all contact with Europe
 - (E) Expanding into central Asia
7. The Treaty of Nanjing (1842) is best seen as evidence of
 - (A) a Qing victory over Britain
 - (B) the rise of Chinese nationalism
 - (C) economic imperialism by industrial powers in Asia
 - (D) China's successful modernization
 - (E) Japanese expansion
8. Which statement best explains the Qing survival of the Taiping Rebellion?
 - (A) Britain refused to trade with the rebels
 - (B) The Taiping leaders became Qing officials
 - (C) Japan intervened on the Qing side
 - (D) The Qing abolished the civil service exams
 - (E) Regional armies led by officials like Zeng Guofan defeated the rebels
9. The Porfiriato (1876-1911) contributed to the Mexican Revolution mainly because it
 - (A) brought growth that concentrated land and wealth among elites and foreigners
 - (B) restored Spanish rule
 - (C) gave Indigenous peasants land
 - (D) ended the Catholic Church
 - (E) adopted a parliamentary system
10. Which pair is correctly matched?
 - (A) Lin Zexu and Meiji Restoration
 - (B) Cavour and the Taiping
 - (C) Hong Xiuquan and the Tanzimat
 - (D) Muhammad Ali and a state-sponsored cotton textile industry in Egypt
 - (E) Bismarck and the Opium Wars

SET C Apply and Extend

Write a developed response with evidence.

11. Compare the Qing and Ottoman responses to Western pressure in the 1800s. Include one similarity, one difference, and an assessment of effectiveness.
12. Evaluate the extent to which internal rebellion rather than foreign pressure weakened the Qing dynasty in the 1800s.

5.5 Comparing Revolutions and Their Legacies

You will compare the French, Haitian, and Latin American revolutions by cause, leadership, method, and outcome, and judge what changed and what stayed the same.

Comparison is the most common reasoning task on the AP exam for this period. You are asked to compare two revolutions, or to judge how much changed. To do this well you need a short list of categories: causes, leaders, goals, methods, outcomes, and what stayed the same. This lesson gives you those categories and applies them to the French, Haitian, and Latin American revolutions.

Causes. All three drew on Enlightenment ideas of liberty, equality, and popular sovereignty, and all began with a political crisis in which a ruler lost legitimacy. But the deeper grievances differed. In France, the target was a monarchy and a rigid system of three estates, with the middle class and peasants resenting taxes and privilege. In Haiti, the target was slavery and the racial hierarchy of a plantation colony, in which free people of color also lacked equal rights. In Latin America, creoles resented being shut out of high office by peninsulares and bound by colonial trade restrictions, and they acted when Napoleon's invasion of Spain broke the old chain of authority.

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Leaders and followers. The French Revolution began with educated members of the Third Estate such as lawyers and then drew in urban crowds (the sans-culottes) and peasants. The Haitian Revolution was led by enslaved and formerly enslaved people, including Toussaint Louverture and Jean-Jacques Dessalines, supported by many free people of color. Latin American independence was led by wealthy creoles such as Bolivar and San Martin, who recruited Indigenous people, mestizos, and enslaved people into their armies but often feared the social changes those groups wanted.

Category	French (1789-1799)	Haitian (1791-1804)	Latin American (1808-1825)
Main grievance	Privilege, debt, absolutism	Slavery and racial hierarchy	Creole exclusion, colonial rule
Leaders	Bourgeoisie, then radicals, then Napoleon	Formerly enslaved generals	Creole elites
Methods	Assembly, mass mobilization, Terror, war	Slave uprising, guerrilla and conventional war	Armies, juntas, long wars
Political result	Republic, then empire, then restored monarchy	Independent republic, later authoritarian rulers	Several republics, caudillo rule
Social result	Feudalism ended; equality before the law	Slavery abolished; land redistributed	Slavery lasted in some states; hierarchies persisted

Comparison thesis frames

Similarity: 'Both X and Y drew on Enlightenment ideas of ___, but X was driven by ___ while Y was driven by ___.'

Difference: 'Although X ended slavery immediately, Y left social hierarchies largely intact, because ___.'

Outcomes and legacies. The French Revolution ended feudal privilege, introduced the idea of citizenship and a written declaration of rights, and created a model of mass politics, yet it was followed by a dictator and then the restored Bourbon monarchy. Its principle of national sovereignty spread through Napoleon's conquests and fed nationalism across Europe. The Haitian Revolution created the first free Black republic, ended slavery in a major colony, and frightened slaveholders in Cuba, Brazil, and the United States, while Haiti was isolated, burdened by French reparations, and ruled by a military elite. Latin American independence ended Spanish and Portuguese rule except in Cuba and Puerto Rico, which remained Spanish until 1898. The new states adopted republican constitutions, but power remained with landowners and military strongmen, and Indigenous peoples and Afro-Latin Americans got few gains. Gran Colombia fragmented, and economic ties shifted from Spain to Britain and the United States.

Continuity and change. Ask three questions of each revolution. What changed in government (monarchy to republic, sovereignty to the people)? What changed in society (privileges, slavery, citizenship)? What stayed the same (class, landholding, gender roles)? Women, for example, took part in all three revolutions but did not gain political rights. The overall pattern is that revolutions changed political forms quickly and social structures slowly. Haiti is the clearest exception because abolition reshaped the plantation society at once.

EXAMPLE 1: SCORING A THESIS

Evaluate the thesis: 'The Latin American revolutions and the French Revolution were both about liberty.' Explain why this is too weak and rewrite it for the prompt 'Compare the social effects of the Haitian and Latin American revolutions.'

SOLUTION

The statement is weak because it names a shared feature but makes no comparison of causes or effects, offers no specifics, and could apply to almost any revolution.

A stronger thesis states both a similarity and a difference with reasons.

Revised: 'Both the Haitian and Latin American revolutions ended colonial rule, but Haiti's revolution, led by the enslaved, abolished slavery and the plantation hierarchy by 1804, whereas Latin American creole leaders preserved existing social classes and delayed abolition.'

This thesis answers the prompt, names both cases, and gives a reason.

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EXAMPLE 2: CONTINUITY AND CHANGE

"Men are born and remain free and equal in rights."

Declaration of the Rights of Man and of the Citizen, 1789

Explain one change and one continuity in French society after 1789 that relates to this claim.

SOLUTION

Change: the revolution abolished feudal privileges and the three-estate legal system, so men became formally equal before the law, with careers open to talent.

Continuity: women remained excluded from citizenship, and French colonies kept slavery (abolished in 1794, restored by Napoleon in 1802), so equality remained limited.

A strong answer names both the claim in the source and specific events.

Common mistakes

Do not write the same fact about each revolution and call it a comparison. Do not claim Latin American revolutions had no social effects: they ended colonial monopolies and caste legal categories in several places. Also avoid stating that Haiti's revolution inspired the French; the influence ran largely the other way.

Big-picture links

Atlantic revolutions fed one another through ideas, news, soldiers, and fear: American example, French language of rights, Haitian proof that slavery could be overthrown, and Latin American use of all three.

In every case, the Enlightenment gave the language but local social tensions shaped what happened.

Practice**SET A Check Your Understanding**

Answer in two to four sentences.

1. Name two similarities in the causes of the French and Latin American revolutions.
2. How did the social leadership of the Haitian Revolution differ from that of Latin American independence?
3. Explain one continuity after the Latin American revolutions.
4. What happened to France's government between 1789 and 1815? Give four stages.
5. Why was Haiti isolated after independence?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which feature best distinguishes the Haitian Revolution from the French Revolution?
 - (A) Enlightenment ideas were rejected
 - (B) It was led by the clergy
 - (C) It restored the monarchy
 - (D) It was supported by Spain's king
 - (E) Slavery was abolished and a colony became an independent state
7. Which statement best compares the results of Latin American independence with those of the French Revolution?
 - (A) Both created constitutional governments, but elites continued to dominate society in Latin America
 - (B) Both abolished private property
 - (C) Both established permanent democracies
 - (D) Neither used armies
 - (E) Both left monarchs in power
8. In 1791 enslaved rebels in Saint-Domingue demanded their freedom while citing the revolutionary French slogans of liberty and equality. This best illustrates
 - (A) a plan to rejoin France
 - (B) a belief that Enlightenment ideals applied to the enslaved
 - (C) support for planter rule
 - (D) religious conservatism
 - (E) opposition to independence
9. Which factor was shared by the American, French, and Latin American revolutions?
 - (A) Leadership by peasants
 - (B) Immediate end of slavery
 - (C) Use of Enlightenment ideas to justify challenges to existing authority
 - (D) Creation of monarchies
 - (E) Opposition to written constitutions
10. Napoleon's role in Atlantic history is best described as
 - (A) a defender of absolute monarchy
 - (B) a leader of the Haitian Revolution
 - (C) a supporter of Latin American creole independence
 - (D) both a consolidator of revolutionary reforms and a cause of new revolts abroad
 - (E) an opponent of centralized government

SET C Apply and Extend

Write a developed response with evidence.

11. Compare the political and social outcomes of the French and Haitian Revolutions. Include one similarity and one difference.
12. Evaluate the extent to which the Latin American revolutions changed society. Use evidence of change and continuity.

5.6 Multiple-Choice Practice: Revolutions (c. 1750 to 1900)

Twenty AP-style questions on the Enlightenment, Atlantic revolutions, nationalism, reform, and imperial responses.

Directions: choose the best answer for each question. Some questions use short excerpts. Each explanation tells you why the correct choice works and why a tempting wrong choice fails.

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SET A Core Concepts

Choose the best answer.

1. Which idea from John Locke most directly appears in the American Declaration of Independence?
(A) Power should be divided among separate branches
(B) The general will of society overrides individual interests
(C) People hold natural rights, and governments rest on the consent of the governed
(D) Free markets should replace mercantilism
(E) Rulers are accountable only to God
2. Which development of the Scientific Revolution most directly encouraged Enlightenment thinkers?
(A) The belief that natural laws could be discovered through observation and reason
(B) The authority of church councils over astronomy
(C) The decline of printing
(D) The creation of the guild system
(E) The adoption of mercantilism
3. "Women should have the same education as men... they appear inferior only because they are denied it."
Paraphrase of Mary Wollstonecraft, 1792
This argument is best understood as
(A) a rejection of reason in favor of tradition
(B) a defense of the divine right of monarchs
(C) an early argument for socialism
(D) a justification of colonial rule
(E) an application of Enlightenment reasoning to the rights of women
4. Which factor most directly led King Louis XVI to call the Estates-General in 1789?
(A) A Haitian slave rebellion
(B) A fiscal crisis caused by royal debt
(C) Napoleon's coup
(D) The Reign of Terror
(E) The Congress of Vienna
5. The Reign of Terror (1793-1794) is best described as
(A) a peaceful transition to constitutional monarchy
(B) an invasion of Spain
(C) a war of liberation in Haiti
(D) a period of mass arrests and executions justified as defense of the Republic
(E) the restoration of the Bourbons
6. Toussaint Louverture is best known for
(A) writing the Letter from Jamaica
(B) leading the Haitian struggle that abolished slavery in Saint-Domingue
(C) defeating the Spanish at Boyaca
(D) founding the Meiji state
(E) commanding the Prussian army
7. Which group led most Latin American independence movements?
(A) Creole elites
(B) Peninsulares
(C) Enslaved Africans
(D) Spanish monarchs
(E) French revolutionary commissioners

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SET B Applications and Data

Choose the best answer.

8. Napoleon's Civil Code (1804) is best seen as
- (A) a return to feudal privilege
 - (B) an adoption of the Haitian constitution
 - (C) a recognition of Latin American independence
 - (D) a preservation of equality before the law and property rights alongside limits on women's rights
 - (E) a ban on private property
9. Which statement correctly contrasts Cavour and Garibaldi?
- (A) Cavour led Prussia; Garibaldi led Austria
 - (B) Cavour supported the pope; Garibaldi supported Bismarck
 - (C) Cavour fought the Ottomans; Garibaldi fought Britain
 - (D) Cavour was a liberal rebel; Garibaldi was a diplomat
 - (E) Cavour used diplomacy and alliances; Garibaldi led volunteers in Sicily and Naples
10. Which of the following best explains Japan's rapid industrialization after 1868?
- (A) British companies owned Japanese factories
 - (B) The shogunate controlled trade
 - (C) State leaders, alarmed by Western power, sponsored industry, railroads, and a modern military
 - (D) Japan rejected Western technology
 - (E) China directed Japan's economy
11. "The proletarians have nothing to lose but their chains. They have a world to win."
Karl Marx and Friedrich Engels, *The Communist Manifesto*, 1848
The authors' purpose in this passage was most likely to
- (A) encourage workers to unite against capitalist owners
 - (B) persuade factory owners to expand
 - (C) defend free-market capitalism
 - (D) support the divine right of kings
 - (E) promote nationalist unification
12. The immediate result of the Indian Rebellion of 1857 was that
- (A) Britain left India
 - (B) the British Crown took direct control from the East India Company
 - (C) India gained a parliament
 - (D) the Mughal Empire was restored
 - (E) the rebellion spread to China
13. Which was a goal of the Ottoman Tanzimat reforms?
- (A) Returning to older Islamic law only
 - (B) Ending the sultanate
 - (C) Expanding the janissary corps
 - (D) Cutting ties with Egypt only
 - (E) Strengthening the state by modernizing the army, law, and education
14. Which result of the First Opium War best shows economic imperialism?
- (A) Britain paid reparations to China
 - (B) China gained control of Indian opium
 - (C) Qing forces took Hong Kong
 - (D) China opened treaty ports and gave Britain Hong Kong
 - (E) Britain stopped trading with China

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SET C Exam-Level Stretch

Choose the best answer.

15. Which of the following was a direct effect of the Taiping Rebellion on Qing government?
- (A) The Qing abolished the exam system immediately
 - (B) The empire lost Manchuria
 - (C) Regional officials and armies gained influence at the expense of the central court
 - (D) Britain took over the dynasty
 - (E) The court gave up the Self-Strengthening Movement
16. Which is the best comparison of the Haitian and Latin American revolutions?
- (A) Both ended colonial rule, but Haiti abolished slavery while creole leaders elsewhere preserved social hierarchies
 - (B) Both were led by enslaved people
 - (C) Both made France a republic
 - (D) Both began as taxation protests
 - (E) Neither was influenced by Enlightenment ideas
17. Which statement best describes the Second Boer War (1899-1902)?
- (A) A war between Dutch colonists and Ottoman forces
 - (B) A rebellion of Zulu against Boers only
 - (C) A conflict ending in Boer rule over all southern Africa
 - (D) A conflict between Britain and the Boer republics over control of southern African resources
 - (E) A civil war in India
18. Which development most directly links the Enlightenment to the 19th-century abolition movements?
- (A) Mercantilist trade policy
 - (B) The Congress of Vienna
 - (C) The Boxer Uprising
 - (D) The Tanzimat edicts
 - (E) The idea that all people possess natural rights
19. Which pairing correctly shows a revolution and its date?
- | | |
|-------------------------------|--------------------------------|
| (A) Meiji Restoration, 1789 | (B) Haitian independence, 1804 |
| (C) Italian unification, 1815 | (D) Tanzimat, 1911 |
| (E) Taiping Rebellion, 1776 | |
20. Which long-term development best shows the limits of the Latin American independence movements?
- (A) The abolition of all colonial borders
 - (B) Immediate full voting rights for Indigenous peoples
 - (C) Landowning elites and caudillos dominated the new states
 - (D) Spain's reconquest of South America
 - (E) The creation of a stable federation including all states

5.7 Free-Response Practice: Revolutions (c. 1750 to 1900)

Four free-response questions on Unit 5: two short-answer questions, a document-based question, and a long essay.

Scoring: each short-answer question (Questions 1 and 2) is worth 3 points, one per part. The document-based question is worth 7 points (thesis 1, contextualization 1, evidence from documents 2, outside evidence 1, sourcing 1, complexity 1). The long essay is worth 6 points (thesis, contextualization, evidence, analysis and reasoning, and complexity). Parts here are written as scoring tasks to help you check each point.

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QUESTION 1 Short Answer: Secondary Source

Use the passage below to answer all parts. "The slave rebellion in Saint-Domingue did not simply copy the language of liberty used in Paris. The enslaved insisted that rights applied to everyone, which forced the revolutionaries who had issued the Declaration of the Rights of Man to face a contradiction they had hoped to avoid. In this way the colony became a place where the meaning of the Enlightenment was tested and widened." Adapted from a historian's interpretation of the Haitian Revolution

1. (a) Identify ONE claim the historian makes about the Haitian Revolution.
2. (b) Explain ONE piece of evidence from the period 1750 to 1900 that supports the historian's argument.
3. (c) Explain ONE piece of evidence that challenges or limits the historian's argument.

QUESTION 2 Short Answer: Imperial Pressure and Response

Answer all parts. No source is provided.

4. (a) Identify ONE way the Qing government was weakened in the period 1839-1900 by pressure from industrial powers.
5. (b) Explain ONE way the Qing government or regional leaders responded to this pressure or to internal rebellion.
6. (c) Explain ONE reason the Meiji reforms in Japan produced different results from the Qing responses.

QUESTION 3 Document-Based Question

Evaluate the extent to which the ideas of the Enlightenment shaped revolutionary movements in the Atlantic world in the period 1750 to 1900. Document 1: "Men are born and remain free and equal in rights. The principle of all sovereignty resides essentially in the nation." Declaration of the Rights of Man and of the Citizen, France, 1789. Document 2: "Woman is born free and lives equal to man in her rights." Olympe de Gouges, Declaration of the Rights of Woman and of the Female Citizen, 1791. Document 3: "There cannot exist slaves on this territory; servitude is forever abolished. All men born here live and die free and French." Constitution of Saint-Domingue issued under Toussaint Louverture, 1801. Document 4: "... we are neither Indian nor European, but a species midway between the legitimate owners of this country and the Spanish usurpers." Simon Bolivar, Letter from Jamaica, 1815. Document 5 (summary): After 1763 Britain taxed its American colonies to pay war debts; the French crown, deeply in debt in 1788, called the Estates-General; Napoleon removed the king of Spain in 1808. Document 6: "We hold these truths to be self-evident, that all men are created equal... Governments are instituted among Men, deriving their just powers from the consent of the governed." Declaration of Independence, United States, 1776.

7. (a) Thesis: write a defensible thesis that responds to the prompt and establishes a line of reasoning.
8. (b) Contextualization: describe a broader historical context relevant to the prompt.
9. (c) Evidence from documents: use the content of at least three documents to support the argument, and six documents for the second point.
10. (d) Outside evidence, sourcing, and complexity: add evidence beyond the documents, explain sourcing for one document, and show complexity.

QUESTION 4 Long Essay

Choose ONE of the following prompts and write a response. Prompt A: Evaluate the extent to which the Haitian Revolution changed society more than the French Revolution did. Prompt B: Evaluate the extent to which industrial and imperial pressure, rather than internal reform, drove political change in Asia and the Middle East between 1800 and 1900. Prompt C: Evaluate the extent to which nationalism united or divided states between 1800 and 1900.

11. (a) Thesis: state a defensible thesis (use Prompt A as the example).
12. (b) Contextualization: describe a relevant historical context.
13. (c) Evidence and analysis: support the argument with specific evidence (for Prompt A, at least two for each revolution) and use reasoning such as comparison or causation.
14. (d) Complexity: demonstrate complex understanding by qualifying, corroborating, or modifying the argument.

Answers Unit 5: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

5.1 The Enlightenment and Its Ideas

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SET A · CHECK YOUR UNDERSTANDING

1. Natural rights are rights people hold simply as humans, such as life, liberty, and property. The social contract is the idea that government is created by agreement of the people to protect those rights. Reason and empiricism hold that evidence and logic, not tradition or religious authority, should test claims about nature and society.
2. Scientists such as Galileo and Newton showed that natural laws could be discovered by observation and mathematics. Enlightenment thinkers extended that method to politics, economics, and religion, arguing human affairs also followed knowable principles. This weakened the claim that tradition and divine right were beyond question.
3. Montesquieu argued for separation of powers with checks and balances, which shaped the U.S. Constitution. Rousseau argued sovereignty rests with the people and their general will, which shaped radical demands for popular sovereignty in the French Revolution. Both rejected the divine right of kings.
4. De Gouges rewrote the French Declaration to include women as full citizens, and Wollstonecraft argued that women's apparent inferiority came from lack of education. Both applied the principles of reason and natural rights to women, whom most philosophes excluded. Their work helped begin modern feminism.
5. An enlightened despot was a monarch who adopted some Enlightenment-inspired reforms, such as legal or educational changes or religious toleration, while keeping absolute power. Catherine the Great of Russia, Frederick the Great of Prussia, and Joseph II of Austria are examples. They show that Enlightenment ideas did not always lead to democracy.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. C is correct: consent plus protection of rights is the contract idea. A describes divine right, the very theory the Enlightenment challenged; E describes later socialism.
7. A. A is correct: separation of powers. B is tempting because abolitionists used Enlightenment language, but it is not associated with Montesquieu's argument about dividing power.
8. E. E is correct: the line criticizes unjust authority and points to popular sovereignty. The answer about women's education is a Wollstonecraft argument, not what this line states.
9. B. B is correct. Railroads and telegraphs are 1800s technologies, and mandatory public schooling came later, so those distractors are anachronisms.
10. D. D is correct: abolitionists applied natural-rights logic. The other choices are policies of earlier or non-Enlightenment-driven states.

SET C · APPLY AND EXTEND

11. Model answer. Point 1: the Declaration asserts liberty and equality before the law, drawing on natural-rights thinking. Point 2: it declares that sovereignty rests in the nation, reflecting Rousseau-style popular sovereignty and rejecting the divine right of kings. Point 3 (limit): it spoke of 'man' and citizens in practice meant men, so women were denied political rights; de Gouges' counter-declaration was answered with her execution in 1793. Score: 1 point per accurate idea tied to the document, 1 for the gender limitation.
12. Model answer. Enlightenment ideas gave revolutionaries a language of rights, consent, and anti-monarchism, visible in the Declaration of Independence and Bolivar's Letter from Jamaica. But other causes mattered: war debt and tax disputes (British taxes after 1763; French royal bankruptcy), and social resentment toward privileged groups (peninsulares over creoles; the French estates). Judgment: the ideas were a necessary justification and shaped what the new governments looked like, but economic crisis and political conflict triggered the actual revolts. Score: 1 for ideas with evidence, 1 for two other causes, 1 for a reasoned judgment.

5.2 The Atlantic Revolutions**SET A · CHECK YOUR UNDERSTANDING**

1. The royal debt, deepened by war costs including aid to the American colonies, forced the king to call the Estates-General and gave the Third Estate a chance to demand reform. The unequal tax system that exempted clergy and nobles created resentment among commoners. Both weakened the monarchy's authority and finances.
2. It was a period (1793–1794) when the Committee of Public Safety under Robespierre used the guillotine and arrests to eliminate suspected enemies of the Republic. It arose from fear of foreign invasion, civil war, and counterrevolution after the king's execution. It showed how revolutions can turn on their own principles.
3. He preserved equality before the law, careers open to talent, and property rights through the Napoleonic Code. He betrayed liberty by crowning himself emperor, censoring the press, and restoring slavery in the colonies. His conquests also spread revolutionary reforms and nationalism across Europe.
4. He was a formerly enslaved man who became the leader of the Haitian Revolution. He united and trained forces that defeated planters and European armies, ended slavery in Saint-Domingue, and drafted a constitution. Captured by Napoleon's forces in 1802, he died in France, but Dessalines completed independence in 1804.
5. Creoles were wealthy and educated but barred from top colonial offices held by peninsulares, and they resented Spanish trade limits. Enlightenment ideas and the American example encouraged them, and Napoleon's 1808 invasion of Spain created a power vacuum. They wanted political and economic control, not a full social revolution.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. D is correct: the 1808 crisis of legitimacy let creoles form juntas and then claim independence. The Congress of Vienna came after most revolts had begun.
8. A. A is correct: Bolivar describes creoles as neither Spanish nor Indigenous. The choice saying the crown favored creoles reverses the real situation, since peninsulares were favored.
10. C. C is correct: rights were extended unevenly. B is false; the U.S. became a republic.
7. B. B is correct. A planter-led regime (C) is the opposite of what happened, and taxes on tea belong to the American story.
9. E. E is correct: each declared rights and fought coalitions of European armies. Only France briefly restored a Bourbon king, and only after Napoleon.

SET C · APPLY AND EXTEND

11. Model answer. Similarity: both arose from government debt after war (British debt after 1763; French debt including support for American independence) and both drew on Enlightenment ideas about rights and consent. Difference: the American Revolution was a colonial war for independence against an overseas empire, while the French Revolution was a revolt inside the home country against a monarchy and the privileged estates. Score: 1 for similarity with evidence, 1 for difference with evidence, 1 for clear comparison language.
12. Model answer. Thesis: to a great extent. Evidence: in Haiti enslaved people overthrew the planter class, abolished slavery, and created a Black republic by 1804; in Latin America creole elites led and kept colonial hierarchies, with slavery lasting decades and Indigenous peoples still subordinate. Qualification: Latin American revolutions created many more states and larger territories, and Hidalgo's rising in Mexico was a popular uprising before conservatives took over. Score: 1 thesis, 2 supported comparisons, 1 qualification.

5.3 Nationalism and Reform Movements**SET A · CHECK YOUR UNDERSTANDING**

1. Nationalism is the sense that people sharing language, religion, customs, or territory form a nation with a right to self-government. Governments promoted it through public schools that taught a national language and history, and through symbols such as flags and anthems. It could also justify unifying or defending a state.
2. As Prussian minister-president, Bismarck used realpolitik and wars against Denmark, Austria, and France to remove Austrian influence and rally German states around Prussia. Industrial strength, railroads, and a strong army made these victories possible. The German Empire was proclaimed in 1871.
3. Cavour was a diplomat who built alliances and used Piedmont to push Austria from northern Italy. Garibaldi led volunteer forces that conquered Sicily and Naples in 1860 and handed them to Victor Emmanuel. Together diplomacy and popular military action created the Kingdom of Italy.
4. They feared that Western powers, shown by Perry's arrival and unequal treaties, would colonize Japan as they had other Asian states. They built a conscript army, railroads, and state-supported industry to resist this. The reforms made Japan a regional power.
5. Marx and Engels argued that history is a struggle between classes, and under capitalism the bourgeoisie exploit the proletariat. They predicted that workers would overthrow capitalism and establish a classless society. The argument shaped labor movements and later revolutions.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. A is correct. Bismarck led Prussia, not Austria, and Garibaldi was a volunteer general who gave his conquests to Piedmont's king.
8. C. C is correct. The shogunate was overthrown by the Meiji leaders, and the Meiji state wanted more trade and industry, not less.
10. E. E is correct. Abolition was gradual between 1807 and 1888. Enslaved people were active participants, but movements were not exclusively theirs.
7. D. D is correct: the Government of India Act of 1858 ended company rule. B is tempting because rebels used the last Mughal emperor as a symbol, but he was exiled.
9. B. B is correct: the argument inspired workers' parties. Seneca Falls was about women's rights, not class struggle.

SET C · APPLY AND EXTEND

11. Model answer. Unifying: Italy and Germany joined fragmented states into nation-states in 1861 and 1871, using a shared language and culture and state power. Dividing: nationalism among Balkan peoples and others weakened the multiethnic Ottoman and Austrian empires, as groups sought their own states. Score: 1 for each accurate example with explanation, 1 for explicitly contrasting the two directions.
12. Model answer. Thesis: reform brought significant but incomplete change. Evidence: peaceful or legislative reforms ended slavery in the British Empire (1833) and the serfdom of Russia (1861), and the Meiji state remade Japan from above. Counter: the Taiping and 1857 rebellions show that blocked reform produced violent challenges, and the Haitian Revolution ended slavery by force. Judgment: reform reached more places, but violent revolts often forced rulers to act. Score: 1 thesis, 2 evidence, 1 counterexample or qualification.

5.4 Rebellions, Empires, and Resistance**SET A · CHECK YOUR UNDERSTANDING**

1. The empire was losing Balkan territory, losing wars, and indebted to European creditors. Sultans hoped that modern armies, schools, and legal equality would strengthen the state and keep non-Muslim subjects loyal. The reforms aimed at survival.
2. Britain wanted Chinese tea, silk, and porcelain but China wanted few British goods, causing a silver deficit. British traders balanced it by smuggling Indian opium into China. When China tried to stop the trade in 1839, Britain went to war.
3. China ceded Hong Kong to Britain and opened five ports to British trade. It also paid an indemnity. These terms ended the Canton System.
4. The court could not defeat the rebels alone, so regional officials such as Zeng Guofan built private armies. These armies saved the dynasty but gave provincial leaders more autonomy. This weakened central control.

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5. Boers had moved inland to escape British rule, but British interests followed once diamonds and gold were discovered. Both wanted control of land and mineral wealth. Britain won the Second Boer War in 1902 at large cost.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. B is correct. Ottomanism aimed to counter nationalism. Removing the sultan was not a Tanzimat aim.
7. C. C is correct. A is wrong because China lost the war and ceded Hong Kong.
8. E. E is correct. Foreign powers gave some support, but regional armies did the main fighting; this is why the court lost authority.
9. A. A is correct: economic growth without land reform angered peasants. E is incorrect since Diaz ruled as a dictator.
10. D. D is correct. The other pairings join leaders to events they had no part in.

SET C · APPLY AND EXTEND

11. Model answer. Similarity: both launched top-down reforms (Tanzimat; Self-Strengthening) modernizing armies and buying Western technology, and both met conservative resistance. Difference: Ottoman reforms included legal equality and a constitution in 1876, while Qing reforms mostly preserved Confucian institutions and a strong court faction under Cixi opposed deeper change. Assessment: neither prevented decline; the Ottomans lost Balkan lands and the Qing fell in 1912, while Japan's Meiji reforms were far more successful. Score: 1 similarity, 1 difference, 1 assessment with evidence.
12. Model answer. Thesis: both mattered and reinforced each other. Foreign pressure: the Opium Wars and unequal treaties drained silver, ceded territory, and damaged prestige. Internal: the Taiping Rebellion killed millions and shifted power to regional armies. Linkage: defeats by foreign powers encouraged rebels, and rebellion limited the funds available for defense. Judgment: the Taiping caused deeper structural damage to central authority, though foreign defeats exposed it. Score: 1 thesis, 2 evidence, 1 reasoned judgment.

5.5 Comparing Revolutions and Their Legacies

SET A · CHECK YOUR UNDERSTANDING

1. Both were influenced by Enlightenment ideas about rights and popular sovereignty. Both followed a crisis in which the ruler lost authority (the fiscal crisis in France, Napoleon's removal of the Spanish king in 1808). Both involved groups that resented privileges held by others.
2. Haiti was led by formerly enslaved people such as Toussaint Louverture and Dessalines, while Latin America was led by wealthy creoles such as Bolivar. This explains why Haiti abolished slavery quickly and creole leaders preserved existing hierarchies.
3. Power stayed with landowners, wealthy creoles, and military strongmen, and Indigenous peoples and the enslaved gained little. Landholding patterns and racial hierarchies continued. Economic dependence shifted from Spain to Britain and later the United States.
4. A constitutional monarchy was created in 1789-1792, then a republic (with the Terror), then the Directory, and finally Napoleon's consulate and empire. The stages show the revolution's movement from reform to radicalism to authoritarian rule. After 1815 the Bourbons were restored.
5. Slaveholding states such as the United States and European colonial powers feared that its example would encourage slave revolts. France demanded a large indemnity for its recognition in 1825. These limited trade and left Haiti poor.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. E is correct. A is wrong because Haitian leaders used the language of the French rights declaration.
7. A. A is correct. C is wrong since France went through Napoleon and the Bourbon restoration, and Latin America saw caudillo rule.
8. B. B is correct: the enslaved claimed universal rights. Joining France contradicts the pursuit of independence.
9. C. C is correct. Only Haiti ended slavery immediately, so B is wrong for the others.
10. D. D is correct: the Code spread reforms, while the invasions of Spain and attempt to retake Haiti triggered revolts. C is wrong because he did not intend independence.

SET C · APPLY AND EXTEND

11. Model answer. Similarity: each ended an old order of privilege (feudal estates; slave-based colonial rule), declared rights, and fought foreign armies, and each ended with a strong authoritarian figure (Napoleon; Dessalines, who proclaimed himself emperor in 1804). Difference: the French Revolution mostly redistributed political power within a society where classes continued, while Haiti abolished slavery and ended the colonial plantation hierarchy. Score: 1 similarity, 1 difference, 1 for specific evidence on each.
12. Model answer. Thesis: they changed government more than society. Change: Spanish rule ended, colonial monopolies were removed, republican constitutions were adopted, and in some states caste categories and the slave trade were ended. Continuity: creole elites kept land and power, caudillos ruled, slavery persisted in places until the 1850s (Brazil to 1888), and Indigenous peoples remained marginal. Score: 1 thesis, 1 change, 1 continuity, 1 explanation tying evidence to the thesis.

5.6 Multiple-Choice Practice: Revolutions (c. 1750 to 1900)

SET A · CORE CONCEPTS

1. C. C is correct: Locke's natural rights and consent. A is Montesquieu's argument, which shaped the Constitution rather than the Declaration's justification.
2. A. A is correct: philosophes extended the scientific method to society. C is wrong because printing spread rapidly and carried Enlightenment ideas.
3. E. E is correct. The first choice fails because Wollstonecraft relied on reason and natural rights against tradition.
4. B. B is correct: debt forced him to seek new taxes. C is wrong because Napoleon's coup came in 1799.
5. D. D is correct. A is the opposite of the Terror, which followed the end of the monarchy.
6. B. B is correct. A is Bolivar's work.

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7. A. A is correct: American-born whites excluded from high office. B is wrong because peninsulares held colonial offices and mostly supported Spain.

SET B · APPLICATIONS AND DATA

8. D. D is correct: it kept revolutionary legal equality but restricted women. A fails since the Code abolished feudal privilege.
10. C. C is correct. A is wrong because the Meiji state itself, not foreigners, organized industry.
12. B. B is correct. D fails because the last Mughal emperor was exiled.
14. D. D is correct. A is the reverse of the Treaty of Nanjing.
9. E. E is correct. D is reversed since Garibaldi was the military volunteer.
11. A. A is correct: the Manifesto is a call to workers. B is the opposite audience.
13. E. E is correct. The janissary corps had been abolished in 1826, so C contradicts the era.

SET C · EXAM-LEVEL STRETCH

15. C. C is correct. D is wrong because Self-Strengthening followed the rebellion.
17. D. D is correct. C is wrong because Britain won.
19. B. B is correct. A confuses the Meiji Restoration with the French Revolution.
16. A. A is correct. D fails because tax protest describes the American Revolution.
18. E. E is correct. A is wrong because mercantilism supported colonial slavery.
20. C. C is correct. E fails because Gran Colombia split apart.

5.7 Free-Response Practice: Revolutions (c. 1750 to 1900)

QUESTION 1 · SHORT ANSWER: SECONDARY SOURCE

1. 1 point: states a claim from the passage, for example that the enslaved extended the principle of universal rights, or that the revolution exposed a contradiction in French revolutionary ideals. Restating the passage without identifying an argument does not earn the point.
2. 1 point: gives accurate evidence and ties it to the claim. Example: Toussaint Louverture's constitution of 1801 declared that slavery was abolished and that all men born in the colony lived free, a claim of rights going beyond the French Declaration; or the French assembly's 1794 abolition of slavery came only after the rebellion forced the issue.
3. 1 point: accurate evidence plus explanation. Example: Napoleon sent an army in 1802 to restore slavery, showing that the French government did not accept the universal principle; or the Haitian state that followed isolated itself under authoritarian rulers, showing limits to the rights that emerged. Scoring: 1 point for evidence, and the explanation must connect it to the claim.

QUESTION 2 · SHORT ANSWER: IMPERIAL PRESSURE AND RESPONSE

4. 1 point: accurate identification, such as the Treaty of Nanjing (1842) ceding Hong Kong and opening treaty ports, extraterritoriality, indemnities, or loss of control of trade after the Second Opium War.
5. 1 point: accurate response with explanation. Example: the Self-Strengthening Movement built arsenals and shipyards to buy Western technology while preserving Confucian values; or regional officials like Zeng Guofan raised armies to defeat the Taiping.
6. 1 point: a causal comparison. Example: Meiji leaders removed the shogunate and the samurai class and used a strong central state to build industry and a conscript army, while Qing reform was limited by divided elites and the dominance of conservative court faction, and the dynasty was weakened by the Taiping war.

QUESTION 3 · DOCUMENT-BASED QUESTION

7. 1 point: a historically defensible claim, for example that Enlightenment ideas supplied the language and goals of revolutions in France, Haiti, and Latin America, but that economic crises and social tensions triggered them and shaped how far they reached.
8. 1 point: for example, the Scientific Revolution and the spread of reason; the Seven Years' War and imperial debts; the decline of absolute monarchies.
9. 2 points: 1 point for accurately using the content of at least three documents; a second point for supporting the argument with the content of at least six. Documents 1, 2, 3, 4, and 6 show rights language and claims of sovereignty; Document 5 shows debt and political crises as triggers. Show how they fit the thesis rather than listing them.
10. 3 points. 1 point for one piece of outside evidence not in the documents (for example, Locke or Montesquieu, the Terror, or Bolivar's armies). 1 point for explaining how point of view, purpose, situation, or audience matters for one document: Document 2's author wrote to expose the revolution's exclusion of women; Document 4 was written by a creole leader seeking foreign support. 1 point for complexity, such as qualifying that rights were applied unevenly because slavery and gender exclusion continued.

QUESTION 4 · LONG ESSAY

11. 1 point: a claim that answers the prompt, for example that the Haitian Revolution changed society more by abolishing slavery and the plantation hierarchy, while the French Revolution mainly shifted privilege and political power.
12. 1 point: for example, the Enlightenment, the plantation economy of the Atlantic world, or the French debt crisis.
13. 2 points for evidence: 1 for two specific examples, 2 for using them to support the thesis. Examples include the abolition of slavery in 1804, the end of feudal privilege, the Napoleonic Code, and Napoleon's restoration of slavery in 1802. Analysis: compares the depth of social change.
14. 1 point: for example, noting that Haiti's isolation and authoritarian government limited gains, while the French Revolution's legal equality had lasting effects across Europe.

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Unit 6: Consequences of Industrialization (c. 1750 to 1900).

8 sections with explanations and worked examples, then 104 practice problems. Answers and full explanations are at the end of the chapter.

6.1 The Industrial Revolution

Learn why industrialization began in Britain, how technology and capitalism transformed production, and how it reshaped society, cities, and politics.

The **Industrial Revolution** was the shift, beginning in Britain around the 1760s, from hand production in homes and workshops to machine production in factories powered by inanimate energy. It did not happen everywhere at once, and it did not happen by accident. Historians explain it as the meeting of several favorable conditions, then trace how it remade work, cities, and class relations.

Why Britain first. Several factors converged. Britain had rich deposits of coal and iron ore close to each other and to navigable rivers, canals, and ports, so heavy goods moved cheaply. An agricultural revolution (new crop rotations, enclosure of common land, selective breeding) raised food output with fewer farm hands, freeing people to move to towns. Overseas colonies and the Atlantic trade supplied raw cotton, sugar, and markets, and generated accumulated capital that merchants and bankers could invest. A stable government protected property and patents, and a culture of practical tinkering rewarded inventors.

Key idea: preconditions of industrialization

Resources: coal, iron, timber, and water for transport and power.

Capital: profits from trade, empire, and banking available to invest.

Labor: a growing, mobile population pushed off the land by farm change.

Markets and institutions: colonial demand, secure property, patents, joint-stock companies.

Technology and energy. Textiles led the way. Inventions such as the spinning jenny, water frame, and power loom multiplied the cotton thread and cloth one worker could produce. James Watt's improved **steam engine** (1760s-1780s) was decisive because it freed factories from riverbanks: a steam engine burning coal could run machines anywhere. This was the start of the **fossil fuels revolution**, a huge increase in the energy available to human societies. Iron smelted with coke, and later cheap steel, supplied machines, rails, and ships. Steam also moved goods: **railroads**, beginning with the Liverpool and Manchester line of 1825, cut transport costs and linked mines, mills, and ports.

The **factory system** concentrated workers, machines, and managers in one location. It brought an extreme **specialization of labor** (each worker repeating one task) and discipline by the clock and the whistle, in place of the seasonal rhythms of farm and craft work. Production rose and prices of manufactured goods fell, so consumer goods became more affordable and varied for many people.

Capitalism. Industrialization developed alongside **industrial capitalism**: private owners invest capital in enterprises to earn profit, with wages paid to workers. Adam Smith's *Wealth of Nations* (1776) argued that free markets guided by self-interest, **laissez-faire** with little state interference, would produce prosperity. Western European states increasingly dropped mercantilism for **free trade**. Limited-liability corporations, stock markets, and banks pooled money for large ventures and spread risk.

Key terms

Factory system: production concentrated in one site with machines, wage labor, and specialization.

Industrial capitalism: private investment in industry for profit, with market-set wages and prices.

Laissez-faire: the idea that government should interfere little in the economy (Adam Smith).

Fossil fuels revolution: the shift to coal, later oil, as the main energy source.

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Area	Before industrialization	After industrialization
Workplace	Home and small workshop; family unit	Factory with owner, managers, wage workers
Energy	Muscle, wind, water	Coal-fired steam engines
Pace of work	Seasonal, task-based	Clock-based shifts, 12 to 16 hours common
Residence	Mostly rural villages	Rapidly growing industrial cities
Transport	Roads, canals, sail	Railroads and steamships

Social change. New classes emerged. The **middle class** (bourgeoisie) of factory owners, merchants, bankers, and professionals gained wealth and political influence. The **industrial working class** (proletariat) sold its labor for wages. Early factory conditions were harsh: long hours, low pay, dangerous machinery, and child labor, since women and children cost less than men and had small hands for tight spaces. Working-class families usually needed every member's wages, while middle-class ideals increasingly confined women to the household and child-rearing.

Urbanization. Cities such as Manchester and Birmingham swelled. Rapid growth outran housing, sanitation, and clean water, producing overcrowding, pollution, poverty, crime, and epidemics of cholera and typhoid. Coal smoke blackened skies and the Thames and other rivers became open sewers.

Reform and reaction. Industrial hardship provoked responses. Workers formed **labor unions** to demand shorter hours, safer conditions, and higher wages, and some turned to political parties and movements. Early protesters such as the Luddites smashed machines. Governments passed Factory Acts limiting child labor and hours, then public health, education, and urban reforms. Reformers and thinkers proposed alternative visions of society, the subject of the next lesson. Overall, industrial capitalism raised standards of living for many over time, but only after a painful early period for workers.

EXAMPLE 1: EXPLAINING A CAUSE

Explain ONE reason why the Industrial Revolution began in Britain rather than in China, which had advanced technology and a large economy.

SOLUTION

Name a specific British factor: coal deposits located close to iron ore, ports, and the expanding cotton-manufacturing regions.

Explain the link: cheap, nearby coal made steam power profitable, and canals and coastal shipping moved it cheaply, while China's major coalfields lay far from its commercial heartland in the Yangzi delta.

Add context: Britain's overseas empire gave it raw cotton and captive markets, which encouraged investment in machines to produce cloth in bulk.

A complete answer states a factor AND explains how it led to industrialization, not just lists it.

EXAMPLE 2: ANALYZING A SOURCE

A British factory inspector's 1830s report states that children as young as nine worked twelve-hour days tending spinning machines. Explain how the author's position might shape the report, and identify one development the report reflects.

SOLUTION

Point of view: an inspector is a government official, likely sent after reform pressure, so he may stress abuses to support new regulation.

Purpose and audience: such reports informed Parliament, which supports their use as evidence but may mean cases were chosen to shock.

Development reflected: widespread child labor in the factory system, which prompted the Factory Acts limiting hours.

Limitation: it describes textile mills, so it cannot be assumed to represent all industries or regions.

Common mistakes

Do not say the Industrial Revolution happened 'because of the steam engine' alone; it was a combination of resources, capital, labor, markets, and institutions. Do not treat it as sudden or universal: it spread unevenly, and handicraft work survived for decades. Also, laissez-faire means minimal state interference in the economy; it does not mean no government at all.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Define the factory system and name two ways it changed work compared with earlier production.
2. Explain why the steam engine was more important than the water wheel in spreading factories.
3. Identify two factors in Britain's agricultural sector that helped industrialization and explain one.
4. Describe the new social classes created by industrialization.
5. Explain how industrialization affected women and children differently across social classes.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly allowed factories to be located away from rivers?
(A) Improved crop rotation (B) The spread of joint-stock companies
(C) The enclosure of common lands (D) The abolition of mercantilist tariffs
(E) The use of coal-fired steam engines
7. Which statement about early industrial cities is most accurate?
(A) They generally had modern sewage systems ready before growth began
(B) Their growth often outpaced housing, sanitation, and clean water
(C) Population fell as workers returned to the countryside
(D) Governments immediately regulated all pollution
(E) Disease was rare because of higher wages
8. Adam Smith's argument in the *Wealth of Nations* most strongly supported which policy change in Britain?
(A) Expansion of guild monopolies
(B) Government ownership of factories
(C) Strict state control of wages
(D) Moves toward free trade and away from mercantilism
(E) Prohibition of joint-stock companies
9. "The children are in the mill by five in the morning and leave at seven at night. Their hands are cut by the machines, yet they dare not stop." This type of testimony before a parliamentary committee most directly led to
(A) Factory Acts limiting child labor and hours (B) the founding of colonies in Africa
(C) the end of the factory system (D) an agricultural revolution
(E) the abolition of private property
10. Which pair best describes an effect of industrialization on global manufacturing shares in the 19th century?
(A) Asian and Middle Eastern shares rose sharply
(B) Africa became the leading manufacturer
(C) Share of Europe and the United States rose while Asian and Middle Eastern shares declined
(D) Shares stayed unchanged
(E) Latin America industrialized first

SET C Apply and Extend

Write a focused response in the style of an AP short-answer or essay task.

11. Identify and explain TWO environmental or geographic factors that contributed to the start of industrialization in Britain.
12. Evaluate the extent to which industrialization improved living conditions for workers in the 19th century.

6.2 The Spread of Industrialization

Compare how Germany, the United States, Russia, Japan, and Egypt industrialized, and understand the ideas of Karl Marx and socialism.

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Once Britain industrialized, other societies faced a choice: copy its methods or fall behind in wealth and military power. From about 1815 industrial production spread to continental Europe, the United States, Russia, and Japan. The key comparison for the AP exam is the **role of the state** and the resources each society used. Meanwhile, ideologies such as **socialism** and **communism** arose to challenge industrial capitalism.

The pattern of spread. Early industrializers had advantages (coal, iron, capital, skilled labor). Latecomers borrowed British machines, engineers, and investment, and often relied on governments to pay for railroads, schools, and heavy industry to catch up quickly.

- ◆ **Germany:** Before 1871 the German states were divided, but the Zollverein (customs union, 1834) removed internal tariffs. Rich coal and iron in the Ruhr and Saar, and railroads, fueled growth. After unification in 1871 under Prussia and Bismarck, Germany leaped ahead in the second industrial revolution (steel, chemicals, electrical goods), with banks financing large firms and the state supporting technical education.
- ◆ **United States:** Abundant land, coal, iron, and timber, a large immigrant labor force, and foreign (mostly British) capital drove growth. Early textile mills in New England expanded; railroads, including the transcontinental line completed in 1869, created a national market. After the Civil War (1861-1865) gave the industrial North political dominance, steel, oil, and large corporations expanded. Government helped with tariffs, land grants to railroads, and cheap land policies, though less through direct ownership.
- ◆ **Russia:** Russia remained largely agrarian under tsarist autocracy. After defeat in the Crimean War (1853-1856), Tsar Alexander II emancipated the serfs in 1861 to modernize. Finance minister Sergei Witte later led state-directed industrialization in the 1890s, building the Trans-Siberian Railway and encouraging foreign investment in coal, iron, and oil. Industry was concentrated in a few cities, leaving a small, discontented working class.
- ◆ **Egypt:** Muhammad Ali (ruled 1805-1848) promoted a state-sponsored cotton textile industry and military modernization. Its growth was limited by lack of coal and by European pressure for free trade, so Egypt became a cotton exporter.

Key idea: state-sponsored industrialization

A small number of states promoted their own state-sponsored visions of industrialization to catch up with Britain.

Typical tools: government-built railroads and factories, subsidies, tariffs, technical schools, and sending experts abroad.

Examples to know: Muhammad Ali's Egypt, Meiji Japan, Witte's Russia.

Meiji Japan. Under the Tokugawa shogunate, Japan limited foreign contact. In 1853 US Commodore Matthew Perry's ships forced Japan to open ports, and unequal treaties alarmed many Japanese. A coalition of samurai overthrew the shogunate in the **Meiji Restoration** (1868), restoring imperial rule under Emperor Meiji. The new leaders pursued a slogan of 'rich country, strong army.' They abolished feudal domains and samurai privileges, created a conscript army and navy, adopted a constitution (1889) with an elected Diet but strong emperor, built a modern school system, and sent missions abroad to study Western institutions. The government built railroads, telegraphs, shipyards, and model factories, then sold many to private firms that became powerful family-owned conglomerates (**zaibatsu**) such as Mitsui and Mitsubishi. Japan lacked natural resources, so it sought raw materials and markets abroad. Its defeat of China (1894-1895) and of Russia (1904-1905) showed that a non-Western power could industrialize and become an imperial power.

Country	Main driver	State role	Result
Britain	Private entrepreneurs, coal, empire	Limited (laissez-faire, protecting property)	First industrial power
Germany	Coal, banks, railroads, unification	Customs union, education, later tariffs and social insurance	Leader in steel and chemicals by 1900
United States	Land, resources, immigrants, foreign capital	Tariffs, land grants, legal protection	Largest industrial economy by 1900
Russia	Foreign investment, railroads	Strong: Witte's state-directed program	Uneven; small industrial base
Japan	Meiji reforms, imported technology	Strong: built and then sold industries	Industrial and imperial power in Asia

Economic systems and critics. Industrial capitalism produced both wealth and misery, so thinkers proposed alternatives. **Socialism** called for collective or public ownership of the main means of production, so that wealth would benefit everyone rather than a few owners. Early socialists tried to build cooperative communities. **Karl Marx** and Friedrich Engels, in **The Communist Manifesto** (1848) and later **Das Kapital**, claimed to offer a scientific analysis. They argued that history is a struggle between classes: the **bourgeoisie** (owners of capital) exploit the **proletariat** (wage workers), who produce more value than they receive in wages. Capitalism's contradictions would, they predicted, lead workers to overthrow the system in revolution, ending in a classless society called **communism** without private ownership of the means of production. Socialist parties and trade unions grew in Germany, France, and Britain; many pursued reform through voting rather than revolution, while Marxism later inspired revolutionary movements.

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Capitalism, socialism, communism

Capitalism: private ownership, competition, profit, wages set by markets.

Socialism: public or collective ownership; may be reached by reform or revolution.

Marxist communism: workers overthrow the bourgeoisie, then a classless, stateless society.

Source of all Marxist argument: class conflict, not nations or religion.

EXAMPLE 1: COMPARISON

Compare ONE similarity and ONE difference between the roles of the state in Meiji Japan and in the United States during industrialization.

SOLUTION

Similarity: Both governments promoted industrial growth with policies such as building or subsidizing railroads and protecting domestic industry.

Difference: Meiji leaders built and ran model factories, shipyards, and mines and then sold them to selected private families, while US industry was mainly built by private entrepreneurs with government help through land grants and tariffs.

Reason for difference: Japan was a latecomer under foreign threat and needed rapid, centrally planned catch-up; the US had abundant private capital, immigrants, and resources.

Always use a comparison word (while, whereas, both) and explain, not just list.

EXAMPLE 2: INTERPRETING A SOURCE

"The history of all hitherto existing society is the history of class struggles." (Marx and Engels, 1848). Identify the argument and explain one way the historical situation of 1848 shaped it.

SOLUTION

Argument: social change is driven by conflict between classes, and in the industrial age between bourgeoisie and proletariat.

Situation: factories and cities had created a large, poor working class in Europe, and 1848 saw revolutions across the continent, a context that made class conflict seem central.

Purpose and audience: written for workers' organizations to rally them to unite and act.

Limitation: it is a political program, not neutral description, so it predicts revolution more confidently than events justified.

Common mistakes

Do not say Marx supported capitalism or wrote about 'communist states' of his own time; he criticized capitalism before any communist government existed. Avoid claiming that all industrializers used the same model: the state's role varied. And do not confuse the Meiji Restoration (1868, restoration of imperial rule and reform) with the Tokugawa era it ended.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Explain two factors that helped Germany industrialize after 1834.
2. What event forced Japan to open to foreign trade, and how did it contribute to the Meiji Restoration?
3. Describe how Russia's state encouraged industrialization in the 1890s.
4. State Karl Marx's central claim about capitalism and what he predicted would happen.
5. Explain why Muhammad Ali's industrial program in Egypt had limited success.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best describes the Meiji government's approach to industrialization?
 - (A) It banned foreign technology and advisers
 - (B) It built modern industries, then sold many to private business families
 - (C) It left all development to private entrepreneurs
 - (D) It copied the Soviet model of central planning
 - (E) It relied mainly on colonial raw materials from Africa
7. The Zollverein (1834) is best understood as an example of
 - (A) a military alliance among German states
 - (B) a socialist party
 - (C) a workers' strike
 - (D) a customs union that encouraged economic integration before political unification
 - (E) a peasant uprising
8. Which was a key difference between industrialization in Britain and in Russia?
 - (A) British industrialization was primarily private, while Russia's was strongly state-directed
 - (B) Russia began industrializing earlier than Britain
 - (C) Russia had a large middle class
 - (D) British industrialization relied on serfs
 - (E) Russia had abundant overseas colonies supplying capital
9. Marx and Engels argued that the proletariat would
 - (A) gradually become the owners of factories through investment
 - (B) be replaced by machines and disappear without conflict
 - (C) ally with monarchs to protect traditional society
 - (D) reject politics entirely
 - (E) overthrow the bourgeoisie and create a classless society
10. Which pair is correctly matched?
 - (A) Muhammad Ali - construction of the Trans-Siberian Railway
 - (B) Witte - Meiji constitution
 - (C) Alexander II - emancipation of the serfs
 - (D) Bismarck - Zaibatsu
 - (E) Perry - German unification

SET C Apply and Extend

Write a focused response in the style of an AP short-answer or essay task.

11. Compare the industrialization of Japan and Russia in the late 19th century. Identify ONE similarity and ONE difference, and explain a reason for the difference.
12. Evaluate the extent to which socialism and communism were responses to industrial capitalism in the 19th century.

6.3 Technology, Transportation, and Global Economy

See how railroads, steamships, the telegraph, and canals knit the world together, and how export economies and new financial tools shaped trade.

By the mid-1800s, a set of new technologies shrank distances and bound the world into a single economy. Railroads, steamships, the telegraph, and great canals moved goods, people, and information faster and more cheaply than ever. This lesson explains how those tools worked together with free-trade ideas and new financial institutions to create a **global capitalist economy**, and who gained and lost.

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Transportation and communication. Railroads opened the interior of continents. Before them, bulk goods rarely traveled far overland. Railways carried wheat from the American Midwest, Russian steppes, and Argentine pampas to ports, and in India, Africa, and Latin America they linked mines and plantations to the coast. Many colonial lines were laid to extract resources rather than serve local travelers. **Steamships** did not depend on winds. Iron and then steel hulls, screw propellers, and more efficient engines made ocean crossings faster, predictable, and cheaper. Refrigerated ships (from the 1870s) allowed Argentine and Uruguayan beef and New Zealand lamb to reach Europe. The **telegraph**, with the first successful transatlantic cable in 1866, sent messages in minutes, letting merchants, bankers, and governments respond to prices and events almost instantly.

Key idea: the transport and communication revolution

Railroads, steamships, and the telegraph made development and communication possible in interior regions globally.

Result: increased trade and migration, and easier imperial control.

The telegraph allowed firms and governments to coordinate over thousands of miles.

Canals. Two engineered waterways shortened sea routes. The **Suez Canal** (opened 1869), built by a French company under Ferdinand de Lesseps with Egyptian labor, connected the Mediterranean and Red Seas and cut the journey from Britain to India by thousands of miles. Britain bought Egypt's shares in 1875 and occupied Egypt in 1882 to protect the route. The **Panama Canal** (opened 1914) was completed by the United States after a French failure, joining the Atlantic and Pacific. The US supported Panama's separation from Colombia in 1903 to gain the canal zone, showing how commercial and strategic aims combined. (The Panama Canal opened just after the period of this unit, but its planning and the 1903 events belong to the age of imperialism.)

Free trade and capitalism. Following Adam Smith, Britain abandoned mercantilism, repealing the Corn Laws in 1846 and cutting tariffs. Britain's industrial strength made free trade profitable: it exported cheap manufactures and imported food and raw materials. Governments and companies also pushed non-industrial states to open their markets through treaties and, if necessary, force. Large **transnational businesses** such as banks and trading firms operated across borders. New financial tools included **joint-stock companies** with **limited liability** (investors risk only the money they put in), stock exchanges, insurance, and international banking. London became the financial center, and the **gold standard**, adopted by Britain and later most major economies in the 1870s, stabilized currencies and eased trade.

Export economies. Industrial cities needed raw materials, and growing urban populations needed food. Regions around the world specialized in cash crops and resource extraction, using the profits to buy finished goods. This is called an **export economy**. Examples: cotton in Egypt and India, rubber from the Amazon and Congo basin, palm oil in West Africa, guano (bird droppings used as fertilizer) in Peru and Chile, copper in Chile, beef from Argentina and Uruguay, tea in Ceylon and India, and diamonds and gold in South Africa. Specialization made colonies and weaker states vulnerable: a price drop or a bad harvest could ruin them, and local manufacturing, such as Indian handloom textiles, was undercut by cheap British cloth. The profits generally flowed to merchants and companies based in Europe and the United States, giving them a **distinct economic advantage**.

Commodity	Region of production	Industrial use or market
Cotton	India, Egypt, US South	British textile mills
Rubber	Amazon, Congo basin	Tires, hoses, insulation
Palm oil	West Africa	Soap, machine lubricant
Guano	Peru, Chile	Fertilizer for European farms
Beef and wheat	Argentina, Uruguay, US, Russia	Feeding European cities
Copper	Chile	Electrical wiring

Labor. Cash-crop and mining economies needed labor, so demand grew for migrant, indentured, and coerced workers (see lesson 6.6). Some regions saw peasants forced into growing crops, such as cotton, for export, which could lead to food shortages.

Core terms

Export economy: a region specialized in selling raw materials or food to industrial centers and buying finished goods.

Free trade: trade with few tariffs or restrictions, supported by laissez-faire thinkers.

Limited liability: a corporation's owners are not personally responsible for debts beyond their investment.

Gold standard: currencies exchangeable for a fixed amount of gold.

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EXAMPLE 1: CAUSATION

Explain how the steamship and the telegraph helped create a more integrated global economy in the 19th century.

SOLUTION

Steamships: Cheaper, faster, schedule-reliable shipping lowered transport costs, so bulk goods like grain, meat, and cotton could cross oceans profitably.

Telegraph: Instant communication let traders and bankers see prices in distant markets and coordinate orders, loans, and shipments.

Link: Together they let producers in Argentina or India respond to demand in Europe and let companies manage far-off operations.

Add effect: this increased trade, migration, and the ability of imperial powers to control distant colonies.

EXAMPLE 2: CONTINUITY AND CHANGE

Identify one continuity and one change in the global economy between 1750 and 1900.

SOLUTION

Change: Industrial manufacturing, steam transport, and free-trade policy replaced mercantilism and shifted manufacturing power to Europe and the US.

Continuity: Production in colonies and peripheral areas still relied on coerced or low-paid labor (slavery in some regions, then indentured labor) and on cash crops grown for distant markets.

Strong responses connect the two: new technology intensified older patterns of unequal exchange.

Exam tip

When asked about the global economy, avoid listing inventions. Name the technology, say what it made possible (cheaper bulk transport, faster information), and tie it to a result such as more trade, migration, or imperial control. Also remember dates: Suez (1869), transatlantic cable (1866), Panama Canal (1914, opened under US control).

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain one way railroads transformed the economies of Argentina or India in the 19th century.
2. Describe the importance of the Suez Canal to Britain.
3. Define limited liability and explain why it encouraged investment.
4. Identify two export economies and the product each supplied to industrial states.
5. Explain how the repeal of the Corn Laws (1846) reflects changing economic ideas.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The completion of the Suez Canal in 1869 most directly helped
 - (A) Japan's isolation policy
 - (B) the transatlantic slave trade
 - (C) Russian expansion into Siberia
 - (D) Britain's access to Asian markets and colonies
 - (E) the discovery of guano in Peru
7. Which was a major long-term consequence of export economies in Africa and Latin America?
 - (A) Rapid creation of diverse local industries
 - (B) A decline in demand for cash crops
 - (C) Dependence on exporting raw materials with prices set by industrial buyers
 - (D) Immediate political independence
 - (E) End of coerced labor
8. "The telegraph has made all the markets of the world one market." This 19th-century claim most directly reflects which change?
 - (A) The decline of banking
 - (B) Faster communication linking prices and trade across the globe
 - (C) Government control of all trade
 - (D) The end of steam shipping
 - (E) A shift to subsistence farming
9. Which of the following best explains why Argentina and Uruguay became major beef exporters after 1870?
 - (A) The Suez Canal linked them to Europe
 - (B) Britain banned domestic meat production
 - (C) Railroads were never built in South America
 - (D) They became British colonies
 - (E) Refrigerated steamships made shipping meat to Europe possible
10. Which statement best describes the effect of cheap British machine-made cotton cloth on India?
 - (A) Indian handloom producers lost markets and India shifted toward exporting raw cotton
 - (B) India became the world's leading textile exporter
 - (C) India banned foreign cloth immediately
 - (D) British demand for Indian cloth soared
 - (E) Indian cloth became more expensive

SET C Apply and Extend

Write a focused response in the style of an AP short-answer or essay task.

11. Explain TWO ways in which new technologies of transportation and communication affected global trade and migration between 1850 and 1900.
12. Evaluate how well the following claim holds for 1750 to 1900: 'Free trade benefited all regions that participated in the global economy.'

6.4 Imperialism: Causes and Methods

Explain the economic, political, and ideological causes of the new imperialism and how European powers took control in Africa, India, and China.

Between about 1750 and 1900, industrialized states built overseas empires on a scale never seen. **Imperialism** is the policy of extending a state's power over other territories through conquest, settlement, or economic and political domination. Historians call the surge after about 1870 the **new imperialism**, because it was faster, more intense, and more focused on Africa and Asia than earlier empires, and because it was driven by industrial economies and modern weapons.

Motives. Several causes worked together.

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- ◆ **Economic:** factories needed raw materials (rubber, cotton, palm oil, minerals) and markets for finished goods, and investors sought profitable outlets for capital.
- ◆ **Political and strategic:** nationalism and rivalry among European powers made colonies symbols of prestige. Naval bases and coaling stations secured trade routes, and a state feared that a rival would take a territory first.
- ◆ **Cultural and religious:** Christian missionaries sought to convert indigenous peoples. Many Europeans claimed a **civilizing mission**, the belief that they had a duty to bring Western education, medicine, and religion to 'backward' peoples. Rudyard Kipling's phrase 'the white man's burden' (1899) captured this.
- ◆ **Racial ideology:** **Social Darwinism** misapplied Charles Darwin's theory of natural selection to societies, claiming that some races and nations were naturally 'fitter' and destined to dominate. This pseudo-scientific racism, plus nationalism, was used to justify imperial rule.
- ◆ **Technological advantage:** steamships, rifles, the Maxim machine gun, quinine (against malaria), railroads, and the telegraph made conquest and control cheaper.

Key idea: justifications for imperialism

Ideologies used to justify imperialism: Social Darwinism, nationalism, the civilizing mission, and the desire to convert people religiously.

These ideas were rationalizations. The underlying drivers also included economic and strategic competition.

On the exam, pair an ideology with a specific example, not just its name.

Methods and state expansion. Imperial control took several forms. A **colony** was ruled directly by a foreign power. A **protectorate** kept local rulers under foreign supervision. A **sphere of influence** was a region where one power held exclusive trading or investment rights without formal rule. **Settler colonies** (for example in Australia, New Zealand, and southern Africa) were places where Europeans settled in numbers and displaced indigenous people. Another trend was the shift from private to state control: the Dutch government took over Indonesia from the Dutch East India Company (1799), the British crown took over India from the East India Company after 1857, and Belgium's government took over the Congo from King Leopold II in 1908 after outrage over atrocities. Meanwhile the United States, Russia, and Japan expanded by conquering and settling neighboring territories: the US across North America and into the Pacific and Caribbean (Hawaii, the Philippines, Puerto Rico after the Spanish-American War of 1898), Russia across Siberia and Central Asia, and Japan into Taiwan and Korea.

Africa. In 1875 Europeans controlled only coastal fringes. Rivalries, the Congo scandal, and the French-British race for territory led Germany's chancellor Bismarck to host the **Berlin Conference** (1884-1885). European powers agreed on rules for claiming African land (effective occupation) and recognized Leopold's Congo, without any African representation. In the resulting **Scramble for Africa**, by 1914 only Ethiopia and Liberia remained independent. Borders were drawn by Europeans, splitting ethnic groups and combining rival ones. Britain, France, Belgium, Germany, Italy, and Portugal used both diplomacy (treaties with local leaders) and warfare, aided by the Maxim gun.

South Asia. Britain's East India Company expanded from trading to ruling, taking Bengal after the Battle of Plassey (1757). After the Indian Rebellion of 1857, Parliament ended Company rule and established the **British Raj** under the crown, ruled by a viceroy. India became the 'jewel in the crown': a market, a supplier of cotton, jute, tea, and opium, and a source of soldiers (the sepoys) for the empire's wars. Britain invested in railroads and telegraphs and in English-language education for a class of Indian clerks.

China and the Opium Wars. Britain bought tea, silk, and porcelain from Qing China but found few goods the Chinese wanted, so it sold opium grown in India. Addiction spread and silver flowed out of China. In 1839 Commissioner Lin Zexu seized and destroyed opium at Canton, leading to the **First Opium War** (1839-1842). Britain's steam gunboats and modern weapons won, and the **Treaty of Nanjing** (1842) ceded Hong Kong, opened treaty ports, and imposed low tariffs. A **Second Opium War** (1856-1860), with France joining Britain, brought more concessions, including legalizing the opium trade. Europeans, the United States, and Japan carved out **spheres of influence** in China with exclusive rights; the US 'Open Door' policy (1899) asked for equal trading access. China was never formally colonized, but its sovereignty was greatly weakened, an example of **economic imperialism**.

Forms of imperial control

Colony: direct rule by a foreign state.

Protectorate: local rulers remain but under foreign control.

Sphere of influence: exclusive economic rights in a region that keeps formal independence.

Settler colony: large-scale European settlement displacing indigenous people.

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Region	Main imperial powers	Key method	Illustrative event
Africa	Britain, France, Belgium, Germany, Italy	Treaties and conquest; direct and indirect rule	Berlin Conference, 1884-1885
India	Britain	Company rule, then crown rule	British Raj after 1858
China	Britain, France, Russia, Japan, US	Wars, unequal treaties, spheres of influence	Treaty of Nanjing, 1842
Southeast Asia	Dutch, French, British, US	State takeover of company colonies	Dutch control of Indonesia

EXAMPLE 1: EXPLAINING MOTIVES

Explain how both economic and ideological factors contributed to European imperialism in Africa after 1870.

SOLUTION

Economic factor: industrial economies wanted raw materials such as rubber, palm oil, and minerals and new markets.

Ideological factor: Social Darwinism and the civilizing mission claimed Europeans had a duty or right to rule, which justified conquest to the public.

Connection: ideology helped make economic exploitation seem moral, and nationalism pushed governments to compete.

A strong answer links each factor to a specific colony, such as Leopold's Congo.

EXAMPLE 2: SOURCING

Kipling's 1899 poem 'The White Man's Burden' urged the United States to take on colonial rule in the Philippines. Explain how its point of view and purpose affect its usefulness to a historian.

SOLUTION

Point of view: a British writer who strongly supported empire and saw colonized people as needing guidance.

Purpose: to persuade Americans to join the imperial project, so it presents conquest as duty, not profit.

Use: valuable evidence of the civilizing-mission justification; limited as evidence of actual conditions or of colonized peoples' views.

Corroborate with another source, such as an anti-imperial account, for balance.

Common mistakes

Do not claim China became a formal colony; it kept nominal independence while foreign powers controlled treaty ports and spheres of influence. Do not credit Social Darwinism to Darwin himself: it was a later misuse of his ideas. And do not say Africa was divided at the Berlin Conference; the conference set the rules, and most conquest came in the following decades.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Differentiate between a colony and a sphere of influence, giving one example of each.
2. Explain how Social Darwinism was used to justify imperialism.
3. What was the purpose of the Berlin Conference (1884-1885) and what was a major flaw from an African perspective?
4. Describe the causes of the First Opium War.
5. Explain why the British government took direct control of India in 1858.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Treaty of Nanjing (1842) is best seen as evidence of
 - (A) Western use of force to open China to trade on unequal terms
 - (B) China's military dominance in East Asia
 - (C) an alliance between Britain and the Qing
 - (D) the success of Chinese self-strengthening
 - (E) British acceptance of Chinese trade restrictions
7. Which development most directly helped European powers conquer interior Africa in the late 19th century?
 - (A) The invention of the printing press
 - (B) The collapse of the Atlantic slave trade in 1500
 - (C) Chinese naval expeditions
 - (D) The rise of Ottoman power
 - (E) Maxim machine guns and quinine to prevent malaria
8. "Take up the White Man's burden... Send forth the best ye breed." The poem most clearly expresses which justification for imperialism?
 - (A) Economic self-sufficiency
 - (B) Religious tolerance
 - (C) The civilizing mission
 - (D) Democratic revolution
 - (E) Pan-Africanism
9. Which pair of countries was never formally colonized in the scramble for Africa by 1914?
 - (A) Egypt and Nigeria
 - (B) Kenya and Uganda
 - (C) Congo and Angola
 - (D) Ethiopia and Liberia
 - (E) Algeria and Senegal
10. The transfer of the Congo from King Leopold II to the Belgian government in 1908 is an example of
 - (A) decolonization
 - (B) a shift from private to state colonial control
 - (C) indigenous revolt succeeding
 - (D) a settler colony forming
 - (E) mercantilist policy

SET C Apply and Extend

Write a focused response in the style of an AP short-answer or essay task.

11. Identify and explain TWO ways Britain expanded its power in Asia between 1750 and 1900.
12. Evaluate the relative importance of economic motives versus ideological motives in the new imperialism.

6.5 Effects and Resistance to Imperialism

Understand how colonial rule reshaped economies, cultures, and environments, and how people resisted through revolts, new states, and nationalist movements.

Imperial rule changed the economies, cultures, and environments of colonized lands, and colonized peoples did not accept it passively. Their responses ranged from armed resistance to the founding of new states, religious revivals, and modern nationalist movements. This lesson covers both the effects of empire and the main forms of resistance, with the cases the AP exam expects you to know.

Colonial economies. Colonies were generally organized to benefit the ruling power. Territories produced raw materials and cash crops and bought manufactured goods from the colonizer, a pattern that left them dependent on a few exports. Europeans built railroads, ports, and telegraphs, but mainly to move resources to the coast. Colonial taxes, often payable in cash, forced farmers to grow export crops or to work for wages on plantations and mines. Plantation and mining labor was frequently harsh and coerced. Local handicrafts were undercut by cheap imports, and in some places food production declined as land shifted to cash crops, contributing to famines.

Cultural and environmental effects. Missionary schools spread Christianity and European languages, creating a small educated elite who learned Western ideas, including nationalism. Colonial rulers often set up systems that favored or created ethnic divisions. Environmentally, forests were cleared for plantations, mines, and railway sleepers; irrigation, monocultures, and the movement of species changed ecosystems. Hunting reduced wildlife; rubber extraction in the Congo ravaged both people and forests. Diseases carried by Europeans and by new transportation caused severe mortality in isolated populations.

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Key idea: why people resisted

Loss of land, labor, and political authority to foreign rulers.

Cultural and religious threats to local beliefs and customs.

Growing nationalism and questions about who had legitimate political authority.

Resistance took two broad forms: direct resistance within empires and the creation of new states on the peripheries.

Direct resistance and rebellions. Armed resistance often drew on religious ideas or traditional leadership. In Peru, Tupac Amaru II led a large indigenous rebellion against Spanish rule (1780-1781). In West Africa, Samory Toure fought the French for nearly two decades (1880s-1898) and Yaa Asantewaa led the Asante in a war against British rule in 1900. In India, the **Rebellion of 1857** (sometimes called the Sepoy Mutiny) began among sepoys resentful of cartridge rules and British interference with customs, then spread among peasants and local princes; it was crushed, and Britain took direct control. In Sudan, the Mahdi led a religious movement against Egyptian and British rule, and the Mahdist state held out until its defeat at Omdurman (1898). In the United States, the Ghost Dance movement among Plains peoples ended in the massacre at Wounded Knee (1890). In southern Africa, the Xhosa Cattle-Killing Movement (1856-1857) followed a prophecy that destroying herds would drive out the British; the resulting famine devastated the Xhosa.

New states. Not all response was against European powers: some peoples created new states. The Sokoto Caliphate (1804) in modern Nigeria, founded by Usman dan Fodio, was a reformist Islamic state. The Zulu Kingdom, built by Shaka, used military reorganization. The Cherokee Nation adopted a written constitution and syllabary, and the Balkan peoples (Greece, Serbia) won independence from the Ottoman Empire during the 1800s.

Three famous conflicts. The **Boer War** (1899-1902) pitted Britain against the Afrikaner republics (the Transvaal and Orange Free State), descendants of Dutch settlers, whose lands contained gold and diamonds. Britain won after using scorched-earth tactics and concentration camps, and the Union of South Africa (1910) emerged, dominated by whites. The **Boxer Rebellion** (1899-1901) in China was an uprising by the Society of Righteous and Harmonious Fists, who attacked foreigners, missionaries, and Chinese Christians. The Qing court under Empress Dowager Cixi supported them, but an eight-nation alliance relieved the besieged legations in Beijing and imposed a large indemnity. In **Ethiopia**, Emperor Menelik II modernized the army with European rifles and defeated Italy at the Battle of Adwa (1896), keeping Ethiopia independent, a symbol of African resistance.

Event	Date	Opponents	Result
Tupac Amaru II rebellion	1780-1781	Indigenous Andean forces vs Spanish	Suppressed
Rebellion in India	1857	Sepoys, princes vs East India Company	Crushed; crown rule (Raj)
Battle of Adwa	1896	Ethiopia vs Italy	Ethiopian victory; independence
Mahdist wars	1881-1898	Mahdist state vs Egypt and Britain	Mahdists defeated at Omdurman
Boer War	1899-1902	Afrikaners vs Britain	British victory
Boxer Rebellion	1899-1901	Boxers, Qing vs foreign powers	Suppressed; indemnity
Yaa Asantewaa War	1900	Asante vs Britain	Asante defeated

Nationalism and political movements. Over time, educated elites formed organized movements using the colonizers' own ideas of liberty and self-rule. In India the **Indian National Congress** (founded 1885) began by petitioning for greater Indian participation in government, with leaders such as Dadabhai Naoroji, and later pressed for self-rule; the Muslim League (1906) sought to protect Muslim interests. Elsewhere, Filipino writers such as Jose Rizal in the Propaganda Movement called for reform and national identity, and Maori leaders fought the New Zealand wars to keep their land. In the Ottoman Empire and Qing China, governments also attempted reforms to resist Western pressure, though they often met conservative resistance.

Important rule: resistance vs nationalism

Early resistance usually defended local, religious, or traditional authority.

Later anti-colonial movements used modern nationalism and organizations: parties, newspapers, petitions.

Success was rare before 1900; independence movements strengthened after 1900.

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EXAMPLE 1: COMPARISON OF RESISTANCE

Compare the Boxer Rebellion with the Indian Rebellion of 1857.

SOLUTION

Similarity: both were violent uprisings against foreign influence that involved traditional or religious grievances and were crushed by foreign forces.

Difference: in India the revolt began among soldiers in the Company's army and ended Company rule, while in China the Boxers began as a popular secret society later backed by the imperial court.

Result: India shifted to crown rule; China paid a heavy indemnity and foreign powers gained more influence.

Strong answers use comparison words and state a reason, such as who started each revolt.

EXAMPLE 2: EVIDENCE OF EFFECTS

A British official in 1890 writes, 'The railway will give the people of this colony a link to civilization and prosperity.' Explain one way a historian could challenge this claim using the structure of colonial economies.

SOLUTION

Identify the claim: railways benefit local people.

Challenge: many colonial railways ran from mines and plantations to ports, not between towns, which served export of raw materials and not local trade.

Support: cash-crop taxes forced farmers into export production, enriching foreign firms.

Qualify: some local people gained jobs and mobility, so the effect was mixed.

Common mistakes

Do not describe all resistance as modern nationalism; many early revolts were religious or defended traditional rulers.

Do not say Italy conquered Ethiopia in the 1890s (it was defeated at Adwa; occupation came in 1936). And note the Boxers were not an official Qing army, though the government eventually backed them.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Explain why the Battle of Adwa (1896) was significant.
2. Describe two economic effects of colonial rule on colonized societies.
3. Identify the main goals of the Indian National Congress when it was founded in 1885.
4. Explain how religion shaped one rebellion against imperial rule.
5. Name two ways imperialism altered the environment of colonized regions.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which was a major consequence of the Boer War (1899-1902)?
 - (A) Afrikaners gained independence permanently
 - (B) Ethiopia was conquered by Britain
 - (C) Britain consolidated control, leading to the Union of South Africa in 1910
 - (D) The Congo was transferred to Belgium
 - (E) China lost Hong Kong
7. The Boxer Rebellion is best characterized as
 - (A) a successful revolution ending Qing rule
 - (B) a revolt by Chinese merchants against taxes
 - (C) an Indian nationalist movement
 - (D) an attempt to restore the Ming dynasty
 - (E) an anti-foreign uprising in Qing China that provoked intervention by foreign powers
8. Which of the following best explains why Ethiopia avoided colonization in the 1890s?
 - (A) It had a modernized army with European weapons and a strong centralized leadership
 - (B) It was part of the British Empire
 - (C) It had no valuable resources
 - (D) Italy never attempted to conquer it
 - (E) It was protected by the Berlin Conference
9. The Indian National Congress (1885) most clearly illustrates which trend?
 - (A) Rejection of all Western education
 - (B) Educated colonial subjects using Western political ideas to seek greater self-government
 - (C) Armed rebellions led by princes
 - (D) Mass migration to Africa
 - (E) Collapse of the British Raj
10. The Ghost Dance movement among Plains peoples in the United States is best categorized as
 - (A) a new state founded on the frontier
 - (B) a labor strike
 - (C) an immigrant enclave
 - (D) a religious movement expressing resistance to expansion
 - (E) a government reform program

SET C Apply and Extend

Write a focused response in the style of an AP short-answer or essay task.

11. Explain TWO different ways that people in Africa responded to European imperialism between 1850 and 1914. Use specific evidence for each.
12. Evaluate the extent to which colonial economic systems benefited the colonized societies.

6.6 Migration, Society, and Environment in the Industrial Age

Explain the causes and patterns of 19th-century migration, how receiving and sending societies changed, and how industry transformed gender roles and the environment.

The 19th century saw the largest movement of people in world history to that point. Industrialization, population growth, and cheap steamships and railroads pushed and pulled tens of millions across borders and oceans. This lesson explains why people moved, who moved under what conditions, what happened when they arrived, and how migration, gender roles, ideas, and the environment changed, with attention to continuity and change.

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Why people migrated. Historians sort causes into push and pull factors. Push factors include population growth that outran farmland, famine, loss of land, political persecution, and unemployment. The **Irish Potato Famine** (1845-1852), caused by potato blight and made worse by British policy, killed about a million people and drove another million or more to emigrate, mostly to the United States and Britain. Pull factors include jobs in factories, mines, and farms, cheap land, gold rushes in California, Australia, and South Africa, and chances for a better life. New transportation lowered costs: steamships cut Atlantic crossings to under two weeks, and rail carried migrants inland. Many migrants moved within their own countries, from villages to cities, so urbanization surged worldwide.

Key idea: causes of migration

Demographic change in both industrialized and nonindustrialized societies challenged existing ways of living.

Economic factors: most people moved voluntarily in search of work, but the global capitalist economy also relied on coerced and semi-coerced labor.

New transportation made it possible to migrate and also to return, periodically or permanently.

Voluntary and coerced labor. Millions of Europeans went to the Americas, Australia, and southern Africa. Italians worked in Argentina, Brazil, and the United States, some as seasonal workers who returned home. Lebanese merchants settled across the Americas, Japanese farm workers went to Hawaii and Peru, and Chinese and Indian merchants spread across Asia. However, abolition of the slave trade and slavery (Britain 1833, the United States 1865, Brazil 1888) did not end the demand for cheap labor. Planters turned to **indentured servitude**: workers signed contracts, often under deception or pressure, to labor for years in exchange for passage. Over a million Indians went to Caribbean sugar colonies, Mauritius, Fiji, and South Africa; large numbers of Chinese, called 'coolies,' went to Cuba, Peru, Southeast Asia, and the United States. Conditions were often close to slavery. Britain also sent convicts to Australia, and some European governments used convict labor elsewhere.

Migrant group	Destination	Work or role	Notes
Irish	United States, Britain	Laborers, canals, mills	Fled famine; faced anti-Catholic prejudice
Chinese	California, Southeast Asia, Caribbean, Peru	Miners, railroad builders, plantation workers	Exclusion Act (US, 1882)
Indians	Caribbean, Fiji, East and South Africa, Malaya	Indentured plantation and railroad workers	Contracts of five or more years
Italians	Argentina, Brazil, US	Farm and factory labor	Often seasonal return migrants
British engineers	India, Africa	Managers, builders of railroads and mines	Skilled migrants
Japanese	Hawaii, Pacific	Agricultural workers	Later restricted in US and elsewhere

Effects on society. Migrants often formed **ethnic enclaves** such as Chinatowns, Little Italys, and Irish neighborhoods, which preserved languages, foods, religions, and mutual aid. Chinese merchants in Southeast Asia and Indians in East and South Africa created long-lasting diaspora communities. These networks helped transplant culture, but they also provoked resentment. Native-born workers feared wage competition, and racial and religious prejudice grew. Governments responded with laws regulating immigration: the **Chinese Exclusion Act** (United States, 1882) barred Chinese laborers, and the **White Australia policy** (1901) restricted non-European immigrants. Other societies, such as Argentina and Brazil, actively recruited European immigrants to settle land and work.

Gender roles. Because migrants were often young men, women left behind took on duties previously done by men, such as farming, managing property, and heading households. Some women migrated too and worked as domestic servants or factory hands. In industrial societies, middle-class ideals separated the public sphere of men from the household sphere of women, while working-class women worked for wages. Reform movements pushed back: the Seneca Falls Convention (1848) launched the organized campaign for women's rights in the US, and women's suffrage campaigns grew in Britain and elsewhere.

New ideologies. The century produced competing ideas to explain and direct change: liberalism (individual rights, free markets, constitutional government), nationalism (loyalty to a people with shared language and territory), socialism and communism, and feminism. Industrial states also developed unions and reformist political parties. These ideas traveled with migrants and print and shaped independence and unification movements.

Environmental effects. Industry and agriculture transformed the land. Coal burning created smog, rivers were polluted, forests were cleared for timber, farms, and railroads, and wildlife such as American bison was hunted nearly to extinction. Mining scarred landscapes, and monoculture plantations changed ecosystems. Meanwhile urban crowding spread infectious disease until sanitation systems were improved. Introduced crops and animals changed ecologies in the Americas, Australia, and New Zealand.

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Continuity and change, 1750 to 1900

Change: factory production, steam transport, mass migration, new classes, new ideologies, global capitalism.

Continuity: reliance on coerced labor (indentured servitude, convict labor), patriarchal gender roles, and agriculture as the main occupation for most people.

Continuity and change both appear in the same story: new systems used older labor practices.

EXAMPLE 1: CAUSATION

Explain how economic and technological factors together increased migration in the 19th century.

SOLUTION

Economic factor: factories, mines, and plantations demanded labor, and wages abroad were higher than at home.

Technological factor: steamships and railroads cut the time and cost of travel, so poor families could afford passage and move inland.

Link: demand for labor plus affordable travel meant millions could relocate, and some returned home with savings.

Add a specific example, such as Italians working seasonally in Argentina.

EXAMPLE 2: COMPARISON

Compare the experiences of Irish immigrants to the United States and Indian indentured workers in the Caribbean.

SOLUTION

Similarity: both groups left homelands facing economic hardship and settled in communities that preserved their culture, and both met prejudice.

Difference: Irish migrants usually paid their own way and could change jobs, while Indian indentured workers were bound by contract to plantations with limited freedom.

Reason: indentured recruitment served planters who replaced enslaved labor after abolition, while Irish migration was driven by famine and open labor markets.

Close with the significance: migration's conditions depended on legal status.

Common mistakes

Do not treat all migration as free choice: indentured and convict labor were coerced. Do not claim the end of slavery ended coerced labor. Also avoid saying immigrants were always welcomed; the Chinese Exclusion Act and the White Australia policy show that receiving societies often restricted them.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Identify two push factors and one pull factor behind 19th-century migration.
2. Explain why indentured servitude expanded after the abolition of slavery.
3. What was the Chinese Exclusion Act and why was it passed?
4. Describe how migration changed women's roles in sending societies.
5. Give one example of an ethnic enclave and explain its function.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Irish Potato Famine most directly contributed to which pattern?
(A) Irish imperial expansion in Africa
(B) Large-scale emigration to the United States and Britain
(C) A surge of immigration into Ireland
(D) Indentured migration to Fiji
(E) Industrialization of Ireland
7. Which of the following was a common feature of Indian indentured labor in the 19th century?
(A) Workers signed contracts to labor for years in distant colonies
(B) Workers were free to choose employers
(C) Britain banned the system immediately
(D) It ended with abolition of slavery
(E) It was limited to India
8. The White Australia policy (1901) is best seen as an example of
(A) a push for open borders
(B) support for Chinese merchants
(C) anti-imperial resistance
(D) a state regulating immigration along racial lines
(E) industrial reform
9. Which change in transportation most directly made return migration possible?
(A) Sailing ships on trade winds
(B) Ancient Roman roads
(C) Steamships and railroads that lowered costs and travel time
(D) The invention of the telephone
(E) The printing press
10. Which statement best describes continuity in labor systems from 1750 to 1900?
(A) All labor became free after 1800
(B) Factories ended child labor by 1850
(C) Peasants disappeared
(D) Indenture ended in 1833
(E) Coerced labor persisted even as slavery was abolished

SET C Apply and Extend

Write a focused response in the style of an AP short-answer or essay task.

11. Explain TWO effects of large-scale migration on receiving societies in the 19th century.
12. Analyze continuity and change in labor and gender roles during the Industrial Age (1750 to 1900).

6.7 Multiple-Choice Practice: Consequences of Industrialization (c. 1750 to 1900)

Practice AP-style multiple-choice questions on industrialization, imperialism, resistance, and migration.

Directions: Each question has five choices. Choose the best answer. Some questions use short passages or data. Explanations name the correct choice and why the most tempting wrong choice fails.

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SET A Core Concepts

Choose the best answer.

1. Which factor best explains why Britain industrialized before other countries?
(A) A strong tradition of state-owned factories
(B) Absence of colonies and foreign trade
(C) Nearby coal and iron, navigable waterways, accumulated capital from trade and empire, and a growing labor supply
(D) A large, unfree peasantry tied to estates
(E) Government bans on private investment
2. The main reason steam engines transformed factory location was that they
(A) were powered by coal and so did not require sites near fast rivers
(B) were cheaper than human labor in every setting
(C) replaced the need for raw materials
(D) were invented only after the railroad
(E) ran on wind energy
3. Which comparison of industrialization in Meiji Japan and tsarist Russia is most accurate?
(A) Neither government invested in industry
(B) Japan relied on private foreign capital while Russia refused all foreign investment
(C) Russia's reforms abolished the monarchy
(D) Japan's industrialization began before Britain's
(E) Both governments played a leading role in promoting industry and railroads
4. "The workers have nothing to lose but their chains. They have a world to win." This passage from the Communist Manifesto most directly reflects which idea?
(A) Free markets benefit all classes equally
(B) Workers should unite and overthrow the capitalist system
(C) Government should keep out of economic life
(D) Religion should guide industrial production
(E) Workers should seek reform from the aristocracy
5. The telegraph and the steamship together contributed to which development between 1850 and 1900?
(A) The end of long-distance trade
(B) A decline in migration
(C) The collapse of European empires
(D) More integrated global markets and greater ability of imperial states to control distant colonies
(E) The abandonment of industrial production
6. Which was a justification for imperialism offered by many Europeans in the late 19th century?
(A) Equality of all races
(B) Opposition to conquest
(C) Respect for indigenous self-rule
(D) The idea of a civilizing mission to bring Western culture and religion to other peoples
(E) A belief in strict non-intervention
7. The Berlin Conference (1884-1885) is significant because it
(A) ended the slave trade
(B) set European rules for claiming African territory without African participation
(C) created independent African states
(D) divided China among European powers
(E) recognized Ethiopia as a colony

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SET B Applications and Data

Choose the best answer.

8. "Imagine that Chinese ships were importing arsenic into England, advertising it as a harmless luxury... Supplying opium in bulk is not immoral, say its advocates, as it brings revenue to British companies in India." (English merchant in Canton, 1836, adapted). The author's argument most directly challenges
- (A) the Qing ban on tea exports
 - (B) British support for free trade in cotton
 - (C) Chinese claims to Hong Kong
 - (D) the abolition of slavery
 - (E) justifications for the opium trade based on profit
9. Which of the following would best serve as evidence that the Opium Wars were an example of economic imperialism?
- (A) China conquered India
 - (B) Japan abolished feudalism
 - (C) The Treaty of Nanjing opened treaty ports and ceded Hong Kong to Britain
 - (D) Russia built the Trans-Siberian Railway
 - (E) Egypt built the Suez Canal
10. The following table shows British cotton cloth exports to India (millions of yards): 1815: 1; 1830: 40; 1850: 250. This trend most likely led to
- (A) the decline of Indian handloom weaving and a shift to raw cotton exports
 - (B) the growth of Indian industrialization before 1850
 - (C) British dependence on Indian cloth
 - (D) the end of cotton farming in India
 - (E) a decrease in British exports
11. Which migration pattern is correctly paired with its cause?
- (A) Chinese emigration to California - the Suez Canal
 - (B) Irish emigration to the United States - famine
 - (C) Indian migration to Fiji - the Berlin Conference
 - (D) Italian migration to Argentina - the Boxer Rebellion
 - (E) Japanese migration to Hawaii - the Irish Potato Famine
12. A historian studying the Rebellion of 1857 in India would be most careful when using a British officer's memoir because it
- (A) was written in English
 - (B) was printed
 - (C) was published after 1900
 - (D) reflects the author's point of view as a ruler of the colony and may stress rebel violence
 - (E) describes events in India
13. The Chinese Exclusion Act and the White Australia policy are best understood as
- (A) attempts by receiving societies to restrict immigration on racial grounds
 - (B) efforts to promote Chinese migration
 - (C) protection for indentured workers
 - (D) anti-imperial resistance
 - (E) examples of the civilizing mission
14. Which statement best describes how industrialization affected women in the 19th century?
- (A) All women left the workforce
 - (B) Women gained full political rights everywhere
 - (C) Women's labor became unnecessary
 - (D) Industrialization had no effect on women
 - (E) Working-class women often took wage jobs, while middle-class ideals encouraged women to focus on the home

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SET C Exam-Level Stretch

Choose the best answer.

15. Which comparison of Ethiopia and the Boxers is most accurate?
- (A) Both won independence from Italy
 - (B) Both established new states in 1900
 - (C) Ethiopia preserved independence with modern weapons while the Boxers were defeated by foreign forces
 - (D) Both were allied with Britain
 - (E) Both avoided any foreign involvement
16. The shift of the Congo from King Leopold II to Belgium (1908) and of Indonesia from the Dutch East India Company to the Dutch state both show
- (A) decolonization
 - (B) the growth of free trade without government
 - (C) the rise of settler colonies
 - (D) a trend from private or company control toward direct state control of colonies
 - (E) the failure of imperial states
17. Which example best demonstrates continuity in labor systems despite abolition of slavery?
- (A) Passage of factory acts in Britain
 - (B) Recruitment of Indian and Chinese workers under long-term contracts for plantation work
 - (C) The invention of the power loom
 - (D) The telegraph's spread
 - (E) Construction of the Suez Canal
18. Which argument would best support the claim that nationalism was an effect of imperialism?
- (A) Educated colonial subjects used European ideas of liberty to form groups like the Indian National Congress
 - (B) Europeans abandoned colonies after 1880
 - (C) Colonies became industrial powers before Europe
 - (D) Colonized peoples had no political ideas
 - (E) Empires were stable until 1914 with no opposition
19. Which statement best compares the roles of the state in German and Russian industrialization after 1860?
- (A) Russia's industry was entirely private while Germany's was state-owned
 - (B) Both industrialized before Britain
 - (C) Neither had railroads
 - (D) Germany had a feudal serf system through 1900
 - (E) German firms and banks played a large role alongside state support, while Russia's state directed much of the investment
20. Which of the following best explains why historians describe the period 1750-1900 as an age of both integration and inequality?
- (A) All regions gained equal wealth
 - (B) Trade was reduced and local economies grew
 - (C) Technology linked world economies, but industrial states gained most while colonies depended on exporting raw materials
 - (D) Imperialism was ended by free trade
 - (E) Industrialization stopped migration

6.8 Free-Response Practice: Consequences of Industrialization (c. 1750 to 1900)

Practice short-answer, document-based, and long-essay questions on industrialization and imperialism.

Scoring: Short-answer questions (Questions 1 and 2) earn 1 point per part. The document-based question (Question 3) is scored on thesis, contextualization, evidence, sourcing, and complexity (7 points on the real exam); here the parts are compact. The long essay (Question 4) is scored on thesis, contextualization, evidence, and analysis (6 points). Model answers name the scoring points.

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QUESTION 1 Short Answer: Industrial Revolution and Reform

Use the passage and your knowledge of world history. "The mill is a prison. Children of eight stand twelve hours at the machines for a few shillings, while the owner grows rich. Parliament must act, and the working people must unite to demand shorter hours." (Pamphlet by a British factory reformer, 1830s)

1. (a) Identify ONE argument the author makes about working conditions in industrial Britain.
2. (b) Explain ONE way that the historical situation of Britain in the 1830s shaped this pamphlet.
3. (c) Explain ONE way that industrial workers or governments responded to such conditions in the 19th century.

QUESTION 2 Short Answer: Imperialism and Resistance

Use your knowledge of world history. In 1896, Ethiopian forces under Emperor Menelik II defeated an Italian army at the Battle of Adwa. By 1914, almost all of Africa had been claimed by European powers.

4. (a) Identify ONE reason European powers expanded their empires in Africa in the late 19th century.
5. (b) Explain ONE way Ethiopia or another African society resisted European imperialism.
6. (c) Explain ONE way imperialism affected the economies of colonized regions.

QUESTION 3 Document-Based Question (Compact): Opium and China

Evaluate the extent to which Western imperial powers changed China's position in the world economy from 1839 to 1900.

Documents: Doc 1: Commissioner Lin Zexu, letter to Queen Victoria (1839): 'Your country brings opium to ours to profit from the harm it does. Where is your conscience?' Doc 2: Treaty of Nanjing (1842): China cedes Hong Kong, opens five ports to British trade, and sets low tariffs. Doc 3: British merchant, 1836: 'Opium is a source of great revenue to companies in India.' Doc 4: Chinese official, 1898: 'Foreign powers divide our coast into spheres. Our ports are theirs; our railways are theirs.'

7. (a) Write a historically defensible thesis that responds to the prompt.
8. (b) Explain how Doc 1 OR Doc 3 shows the point of view or purpose of its author, and what that tells us about the limits of the source.
9. (c) Use at least three documents to support your argument, and identify one piece of outside evidence not found in the documents.

QUESTION 4 Long Essay: Causation or Comparison

Choose ONE of the following. Option A: Evaluate the extent to which industrialization was the most important cause of the new imperialism from 1850 to 1914. Option B: Compare the causes and consequences of industrialization in Japan with those in ANY ONE of: Russia, the United States, or Germany.

10. (a) Present a thesis that makes a historically defensible claim and establishes a line of reasoning.
11. (b) Provide specific evidence in support of your thesis, organizing the essay around contextualization, evidence, and analysis.
12. (c) Write a concluding paragraph that shows complexity, such as nuance, multiple factors, or connections across time.

Answers Unit 6: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

6.1 The Industrial Revolution**SET A · CHECK YOUR UNDERSTANDING**

1. The factory system gathered workers and machines in one location under an owner's supervision. It brought specialization of labor, with each worker doing a narrow task, and clock-based discipline replacing the seasonal, flexible rhythms of farm and craft work. Wages replaced production for family use.
2. Water wheels tied mills to fast-flowing rivers. A coal-burning steam engine could power machines anywhere, including near workers, ports, and markets. This allowed factories to cluster in cities and made industry less dependent on geography, and it launched the use of fossil fuels on a large scale.
3. Enclosure and new crop rotations raised yields. Higher output fed a growing population with fewer farm laborers, so displaced rural workers migrated to towns and supplied labor for factories, while food surpluses supported urban growth.
4. The middle class or bourgeoisie, made up of factory owners, merchants, bankers, and professionals, gained wealth and influence. The industrial working class or proletariat lived on wages from factory work and often faced low pay, long hours, and unsafe conditions. These classes had conflicting interests, which fueled political reform movements.
5. Working-class women and children typically took wage jobs in mills and mines to supplement family income. Middle-class women, who did not need wages, were increasingly expected to focus on the household and child-rearing. So industrialization widened differences in gender roles between classes.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. Steam engines burned coal to power machinery anywhere. Crop rotation and enclosure helped labor supply and food, and joint-stock companies helped capital, but none freed factories from the river-power constraint.
7. B. Rapid migration overwhelmed urban infrastructure, producing overcrowding and epidemics such as cholera. Choice D is wrong because meaningful regulation came decades later, after public health reform movements.
8. D. Smith argued that free markets and competition would create wealth, which encouraged dropping mercantilist restrictions. Choice B describes socialist ideas that arose later.
9. A. Investigations of conditions like these fed reform legislation restricting children's hours. Option D is wrong because the agricultural changes came earlier and had different causes.
10. C. Steam-powered production gave Europe and the US a rising share, while Indian and Middle Eastern textile and iron producers lost ground to cheap machine-made goods. Choice A reverses the trend.

SET C · APPLY AND EXTEND

11. Model response (2 points, 1 each): Coal and iron ore deposits near each other and near waterways meant cheap fuel and materials; coal powered steam engines and iron built machines and rails. Rivers, canals, and a coastline with many ports allowed cheap transport of bulky goods and access to foreign raw materials such as cotton. Credit also: improved agricultural productivity freeing labor. Each factor must be tied to an industrial outcome.
12. Model response (scoring: thesis 1, evidence 2, analysis 1). Thesis: Industrialization eventually raised living standards but initially worsened conditions for many workers. Evidence for harm: child labor, 12-16 hour days, dangerous machinery, crowded slums, cholera. Evidence for improvement: falling prices of goods, expanding consumer products, later reforms (Factory Acts, unions, public health) and rising wages. Analysis: conditions were uneven and depended on reform pressure; the full benefits came late in the century, so the change was gradual and class-dependent.

6.2 The Spread of Industrialization**SET A · CHECK YOUR UNDERSTANDING**

1. The Zollverein removed internal tariffs and created a larger market, and the Ruhr and Saar supplied coal and iron. Railroads tied the region together. After unification in 1871 banks, technical education, and state support helped German firms lead in steel and chemicals.
2. Commodore Perry's 1853 arrival forced Japan to open ports through unequal treaties. These humiliations convinced many samurai that the shogunate was too weak to defend Japan, and they overthrew it in 1868, restoring imperial rule and launching rapid modernization.
3. Sergei Witte directed state-led growth by building the Trans-Siberian Railway, raising taxes, backing heavy industry, and attracting foreign capital. Because the state did the planning and financing, industry was concentrated in a few regions rather than spread across the economy.
4. Marx claimed that capitalism divides society into owners (bourgeoisie) and wage workers (proletariat) whose labor creates wealth that owners keep. He predicted that workers would eventually overthrow the system and build a classless society without private ownership of the means of production.
5. Egypt lacked coal and iron, and its cotton industry depended on imported machinery and expertise. European powers, especially Britain, pushed for free trade and limited tariffs, so Egypt ended up exporting raw cotton instead of building a lasting industrial base.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. The state built railroads, shipyards, and factories and later transferred many to firms that became zaibatsu. Choice C describes Britain more than Japan.
7. D. By removing internal tariffs the Zollverein built a unified market and prepared the ground for the unified German state. It was not a military alliance.
8. A. Britain's was led by private entrepreneurs, whereas Russian governments, especially under Witte, directed railroad building and heavy industry. Russia's late start and limited middle class are opposite to the claims in A and C.
9. E. The Manifesto foresaw revolution by workers leading to communism. Choice A matches reformist or liberal ideas rather than Marx's.
10. C. Alexander II freed the serfs in 1861 after the Crimean War. The Trans-Siberian project was Russian, not Egyptian, and the other pairings mix countries.

SET C · APPLY AND EXTEND

11. Model response (3 points): Similarity: both were latecomers whose governments took an active role, building railroads and promoting heavy industry to catch up with the West. Difference: Meiji Japan combined industrial growth with sweeping social and political reforms (ending feudal privilege, universal education, a conscript army) and its industry became broadly based and led by private conglomerates, while Russia's tsarist system kept serfdom's social legacy, an autocracy, and a narrow industrial base in a few cities. Reason: Japan's reformers had overthrown the old order, whereas Russia's elites resisted changes that threatened autocracy and landowners. Award 1 point per accurate similarity, difference, and explanation.
12. Model response (scoring: thesis 1, evidence 2, analysis 1). Thesis: To a large extent these ideologies were direct reactions to the inequality and misery of early industrial capitalism, though political circumstances also shaped them. Evidence: factory and slum conditions, class divisions between bourgeoisie and proletariat; Marx and Engels's Manifesto (1848) analyzed these and called for revolution; socialist parties and unions grew in industrial states such as Germany and Britain. Complexity: some reforms (Factory Acts, welfare insurance in Germany) aimed to blunt socialism's appeal, and political repression and nationalism also influenced these movements.

6.3 Technology, Transportation, and Global Economy

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SET A · CHECK YOUR UNDERSTANDING

1. Railroads linked inland farms, mines, and plantations to ports. Argentine beef and wheat and Indian cotton and tea could be exported cheaply, which increased export production. Many lines were built to serve foreign trade, so they strengthened the export orientation of these economies.
2. The Suez Canal shortened the sea route to India and Asia by thousands of miles, saving time and cost. Britain bought Egypt's shares in the canal company in 1875 and occupied Egypt in 1882 to protect this lifeline to its empire.
3. Limited liability means shareholders can lose only what they invested if a company fails, not their personal wealth. This lowered risk, so many people invested in large ventures like railroads, and companies could raise far more capital through stock markets.
4. Egypt and India supplied cotton for textile mills; Peru and Chile supplied guano as fertilizer and later Chile copper; West Africa supplied palm oil for lubricants and soap. Each specialized in a raw material that industrial centers needed.
5. The Corn Laws taxed imported grain to protect landowners. Their repeal showed the triumph of free-trade ideas inspired by Adam Smith and favored by industrial and urban interests, who wanted cheap food and open markets, over mercantilist protection.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. The canal shortened the route from Europe to Asia and made British control of India and trade easier. It had nothing to do with Peruvian guano or Siberian expansion.
7. C. Specialization left producers dependent on foreign demand and prices, and wealth flowed to merchants abroad. Choice A is the opposite of what usually happened.
8. B. Instant messaging across continents allowed prices and orders to move together. The telegraph increased, not reduced, the importance of banking and trade.
9. E. Refrigeration on steamships plus railroads allowed fresh meat to reach European cities. The Suez Canal is on a different route and did not serve Argentina.
10. A. Cheap imports undercut Indian hand weavers, while India increasingly exported raw cotton. Britain's earlier demand for Indian cloth had changed, so choice D describes the older pattern.

SET C · APPLY AND EXTEND

11. Model response (2 points, plus 1 for linking): Trade: steamships and railroads lowered shipping costs so bulk goods like grain, meat, and cotton traveled across oceans; the telegraph linked markets and let firms coordinate shipping and credit. Migration: cheaper, faster passage and railroads in the interior allowed millions to move to cities and abroad, and made it possible to return home. Strong answers name a specific example (Suez shortening India trade; refrigerated beef from Argentina) and show how technology caused the effect.
12. Model response (thesis 1, evidence 2, analysis 1). Thesis: Free trade brought gains mostly to industrial states and merchants while many exporting regions faced dependency. Evidence for benefit: Britain, the US, and Germany grew rich; some exporters, such as Argentina, saw high incomes and urban growth. Evidence against: Indian handloom weavers were undercut; colonies and weaker states were pushed to open markets (Opium Wars) and became dependent on volatile commodity prices; coerced labor was used in plantations and mines. Analysis: Outcomes depended on a state's power and industrial capacity, so benefits were unequal.

6.4 Imperialism: Causes and Methods**SET A · CHECK YOUR UNDERSTANDING**

1. A colony is directly governed by a foreign state, such as India under the British Raj. A sphere of influence is a region where an outside power has exclusive economic privileges while local rulers remain nominally in charge, such as British and Russian zones in Qing China.
2. Social Darwinists applied the idea of survival of the fittest to human societies and races, claiming that industrial Western nations were naturally superior and destined to rule 'weaker' peoples. This allowed imperialists to present conquest as natural progress rather than exploitation.
3. European powers met to set rules for claiming African territory and avoid war among themselves, requiring effective occupation. No African leaders took part, and the later borders ignored ethnic and cultural lines.
4. Britain faced a trade imbalance with China and sold Indian opium to pay for tea. Addiction and silver drain led Lin Zexu to destroy opium at Canton in 1839. Britain used the seizure as a reason to go to war and won with superior naval technology.
5. The Indian Rebellion of 1857 showed that Company rule had provoked widespread discontent. Parliament ended the East India Company's authority and placed India under the crown, with a viceroy, to secure control and reform administration.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. Britain defeated China and imposed concessions, including Hong Kong and treaty ports. China had not won the war, so choice B is wrong.
7. E. Machine guns gave overwhelming firepower and quinine let Europeans survive tropical disease. The printing press is a much earlier development irrelevant to the cause.
8. C. The civilizing mission framed rule as a duty to uplift others. It is not economic: that argument focuses on profit.
9. D. Ethiopia defeated Italy in 1896 and Liberia was founded by freed Americans; both stayed independent. Egypt was occupied by Britain in 1882, so choice A is wrong.
10. B. International outrage at atrocities against Congolese rubber workers led Belgium to take over. It was a change of rulers, not independence, so choice A is wrong.

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SET C · APPLY AND EXTEND

11. Model response (2 points plus 1 for historical context): India: the East India Company took Bengal after Plassey (1757), then expanded rule; after the 1857 rebellion the crown ruled directly as the Raj. China: Britain sold opium, fought the Opium Wars (1839-42, 1856-60), and gained Hong Kong, treaty ports, and trade privileges. Each way must be described accurately and tied to the method (conquest, economic coercion). Context: industrial capitalism's need for markets and raw materials.
12. Model response (thesis 1, evidence 2, analysis 1). Thesis: Economic motives were most important, but ideology gave the public and governments the moral justification. Evidence: industrial need for rubber, palm oil, cotton, and markets; investments in railroads and mines; opium trade. Ideological evidence: Social Darwinism, the civilizing mission, missionary activity, nationalism and prestige. Analysis: Colonies that yielded little profit were still taken because of rivalry, showing that strategic and ideological motives could matter as much as profit; ideas shaped how Europeans organized and defended empire.

6.5 Effects and Resistance to Imperialism**SET A · CHECK YOUR UNDERSTANDING**

1. Ethiopian forces under Menelik II, equipped with modern rifles, defeated an Italian army. It preserved Ethiopian independence during the Scramble for Africa and became a symbol of African resistance to European imperialism.
2. Colonies became suppliers of raw materials and cash crops and buyers of manufactured goods, creating dependence on a few exports. Infrastructure like railroads mainly linked resource areas to ports, and taxes forced people into wage labor or export farming.
3. It started as a group of educated Indians seeking a larger role in government and administration, using petitions and discussion rather than rebellion. Over time its goals shifted toward self-rule.
4. In Sudan, the Mahdi proclaimed a religious mission to cleanse Islam and expel Egyptian and British rulers, attracting a large following. The Xhosa Cattle-Killing Movement also followed a religious prophecy that destroying cattle would bring victory over the British.
5. Forests were cleared for plantations, mines, and railroads, and monoculture of cash crops changed soils and ecosystems. Hunting, irrigation projects, and rubber extraction also changed landscapes and caused ecological damage.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. British victory led to the Union of South Africa (1910), controlled by whites. Afrikaners lost their independent republics, so choice A is wrong.
7. E. The Boxers attacked foreigners and Christians; an eight-nation force defeated them. The Qing dynasty survived until 1912, so choice A is inaccurate.
8. A. Menelik II acquired modern arms and united the country, defeating Italy at Adwa. Italy did attempt conquest, so choice D is wrong.
9. B. Congress members used the language of liberty and representation learned in British schools. The armed princely rebellion was the 1857 uprising, a different type of resistance.
10. D. The movement promised the restoration of native lands and the removal of settlers, and was violently repressed at Wounded Knee (1890). It did not found a state.

SET C · APPLY AND EXTEND

11. Model response (2 points, plus 1 for explaining a reason): Military resistance: Samory Toure resisted the French for years, Yaa Asantewaa led the Asante in 1900, and Ethiopia defeated Italy at Adwa (1896) using modern weapons and diplomacy. Religious movements: the Mahdi in Sudan built a state around a religious mission and defeated an Egyptian-British force before being crushed at Omdurman (1898). Explanation: groups defended land, authority, and faith; European superiority in weapons usually decided outcomes except where leaders acquired modern arms. Award credit for any accurate, distinct responses.
12. Model response (thesis 1, evidence 2, analysis 1). Thesis: The benefits were limited and unevenly distributed; colonial economies mostly served the colonizers. Evidence of limits: export-oriented railroads, forced labor, cash-crop taxes, dependence on a few commodities, decline of handicrafts. Evidence of some benefit: infrastructure, schools, new jobs for some, an educated elite who later led nationalist movements. Analysis: the long-term effect included both economic dependence and the rise of nationalism, which cut against colonial intentions. A strong response notes variation between settler colonies, plantations, and protectorates.

6.6 Migration, Society, and Environment in the Industrial Age**SET A · CHECK YOUR UNDERSTANDING**

1. Push factors: famine, such as the Irish Potato Famine, and population growth that exceeded available farmland. Pull factor: jobs in factories, mines, and farms and gold rushes in places like California. Steamships and railroads made the move affordable.
2. Planters still needed large numbers of cheap workers for sugar and other crops. They recruited Indians and Chinese on multi-year contracts, which supplied labor under conditions often resembling slavery, so coerced labor continued in a new form.
3. The 1882 US law barred Chinese laborers from entering. It reflected racial prejudice and fear of wage competition after Chinese workers built railroads and worked in mines, showing how receiving societies regulated migration.
4. When men migrated for work, women left behind took over farming, business, and family leadership, gaining new responsibilities. Some women also migrated for work as servants or factory workers.
5. Chinatowns in California and Southeast Asia gave migrants housing, language, religion, and mutual aid, helped them find work, and preserved culture in a new environment.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Famine pushed more than a million Irish to emigrate, largely to the US and Britain. It did not cause Irish imperial expansion.
8. D. It restricted non-European immigration. It shows prejudice in receiving societies, not open borders.
10. E. Indentured labor and convict labor continued the use of coerced workers. Child labor persisted into the late 19th century, so choice B is wrong.
7. A. Indians were contracted to labor on plantations in Mauritius, the Caribbean, Fiji, and South Africa. The system rose, not ended, after slavery's abolition.
9. C. Faster, cheaper travel allowed migrants to go home periodically or permanently. Sailing ships could not provide predictable, affordable voyages.

SET C · APPLY AND EXTEND

11. Model response (2 points, plus 1 for context): Cultural effects: ethnic enclaves such as Chinatowns and Irish neighborhoods transplanted languages, religions, and foods and added diversity. Political and social effects: prejudice and fear of competition led to laws such as the Chinese Exclusion Act (1882) and the White Australia policy (1901). Economic effects: migrants supplied labor for railroads, mines, and plantations. Explanation of how each effect arose from migration is required. Context: the global capitalist economy and new transportation.
12. Model response (thesis 1, evidence 2, analysis 1). Thesis: Industrial capitalism changed where and how people worked but kept many older inequalities. Change: wage labor in factories, urbanization, a working class and a middle class, women and children working in mills, and migration. Continuity: coerced labor such as indentured servitude and convict labor, patriarchal norms that expected women to focus on the household (especially middle class), and agriculture remaining dominant outside industrial areas. Analysis: new systems incorporated older forms of coercion and hierarchy, and reforms (Seneca Falls, factory acts) challenged them only gradually.

6.7 Multiple-Choice Practice: Consequences of Industrialization (c. 1750 to 1900)**SET A · CORE CONCEPTS**

1. C. Britain combined resources, capital, labor, and secure property rights. Choice D is wrong because state ownership was not the British pattern and serfdom had ended long before.
3. E. Meiji leaders and Witte both used state power to catch up. Russia welcomed foreign investment, so choice A is the reverse of the facts.
5. D. Faster travel and communication made trade and imperial administration easier. Migration actually increased, so choice B is wrong.
7. B. European powers laid down rules to avoid conflict while dividing Africa. It did not create independent states.
2. A. Coal-burning engines allowed factories to be built near workers and markets. The engine was not free of resource needs, so choice C is wrong.
4. B. Marx and Engels urged working-class revolution. Laissez-faire ideas in choice A come from thinkers like Adam Smith.
6. D. The civilizing mission and Social Darwinism were common rationales. Choice B contradicts imperial practice.

SET B · APPLICATIONS AND DATA

8. E. The author condemns the trade as indefensible despite its profit. The passage says nothing about tea export bans, so choice A is wrong.
10. A. Growing British imports undermined Indian textile artisans while India supplied raw cotton. Britain was the exporter, so choice B reverses the relationship.
12. D. Authors tied to the ruling power may present rebels negatively; that is a limitation of the source. The language it was written in is not the key issue.
14. E. Class shaped women's roles. Women did not gain full political rights in most places before 1900.
9. C. The treaty forced trade concessions on China. Choice B concerns Russian internal development.
11. B. Potato blight and hunger pushed the Irish out. The other pairs mismatch unrelated events.
13. A. Both laws limited migration of non-European groups. They were not protections for migrants.

SET C · EXAM-LEVEL STRETCH

15. C. Adwa (1896) kept Ethiopia independent; Boxers were suppressed by an eight-nation alliance in 1900-1901.
17. B. Indentured servitude replaced slave labor with other coerced labor. Factory acts regulated industrial work and did not involve coerced overseas labor.
19. E. Germany's bank-led growth contrasted with Witte's state-driven policies in Russia. Choice A is the reverse.
16. D. Governments took over colonies once company rule proved costly or scandalous. Choice A is wrong since no independence occurred.
18. A. Western education and shared grievances produced organized nationalist movements. The other options misstate colonial history.
20. C. Integration through railroads, steamships, and free trade benefited industrial powers and left others dependent. Choice A overlooks inequality.

6.8 Free-Response Practice: Consequences of Industrialization (c. 1750 to 1900)

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QUESTION 1 · SHORT ANSWER: INDUSTRIAL REVOLUTION AND REFORM

- 1 point: Any accurate claim, such as that factory work was harsh and exploited children, that owners profited at workers' expense, or that Parliament should limit hours.
- 1 point: Valid contextual link, for example that rapid factory growth and urbanization produced overcrowding and child labor, and that reform movements were pressing Parliament, which led the author to write persuasively to rouse workers and legislators; or that industrial capitalism created a class of wage laborers.
- 1 point: A specific response such as workers forming labor unions, protest movements and political parties, or governments passing Factory Acts limiting child labor and hours and later public health and education reforms. The response must be explained, not just named.

QUESTION 2 · SHORT ANSWER: IMPERIALISM AND RESISTANCE

- 1 point: Accurate motive: demand for raw materials and markets, national rivalry and prestige, Social Darwinism or the civilizing mission, or strategic ports and routes.
- 1 point: A specific, explained example: Ethiopia modernized its army with European rifles and defeated Italy at Adwa; Samory Toure fought France; Yaa Asantewaa led the Asante in 1900; the Mahdist state in Sudan challenged Egypt and Britain.
- 1 point: Colonies became exporters of raw materials and cash crops (rubber, palm oil, cotton) and buyers of manufactured goods, with railroads built to reach ports, forced labor and taxes, and dependence on volatile commodity prices. Must explain the effect.

QUESTION 3 · DOCUMENT-BASED QUESTION (COMPACT): OPIUM AND CHINA

- 1 point: Thesis states a defensible claim with reasoning, for example: Western powers weakened China's sovereignty and integrated it into a global economy on unequal terms through war, treaties, and spheres of influence, although China was never formally colonized. Restating the prompt earns nothing.
- 1 point: Valid sourcing. Doc 1: Lin is a Qing official seeking to stop addiction and persuade the Queen morally, so the letter shows the Chinese government's view and may stress moral arguments over economic ones. Doc 3: an English merchant defending profit for companies; it reflects commercial interest and may understate harm. Must explain how the author's position affects interpretation.
- 2 points (1 for using three documents to support the argument, 1 for outside evidence): Documents show a progression from a trade dispute to unequal treaties (Doc 2) to foreign spheres (Doc 4). Outside evidence: Second Opium War (1856-1860), Taiping Rebellion, treaty ports, Open Door policy (1899), Boxer Rebellion protocol. Complexity (1 more point, optional on a full DBQ): note that China retained formal independence and that some Chinese elites pursued self-strengthening.

QUESTION 4 · LONG ESSAY: CAUSATION OR COMPARISON

- 1 point (thesis): Option A example: Industrialization created the demand for raw materials, markets, and the technology (steamships, rifles, quinine) that made the new imperialism possible, but nationalism, rivalry, and ideology such as Social Darwinism were also essential. Option B example: Japan and Germany both industrialized rapidly with strong state encouragement and became imperial powers, but Japan's change followed a Meiji Restoration, while Germany's followed unification.
- 2 points (evidence): Option A: need for rubber, palm oil, cotton; the Congo; the Maxim gun; Berlin Conference; Opium Wars; competition among Britain, France, Germany; missionaries and civilizing mission. Option B: Meiji reforms, Perry, zaibatsu, conscription, victory over China and Russia vs the Zollverein, Ruhr coal, Bismarck, steel and chemicals. Award one point for two specific pieces of evidence and a second for using them to support an argument.
- 1 point (complexity): Show nuance by weighing multiple variables, comparing evidence that qualifies the thesis, or connecting to other periods (for example, mercantilism and early colonial empires, or later decolonization). A single sentence is not enough: the analysis must be sustained. Also award 1 point for contextualization: describing the broader context, such as the second industrial revolution or the global capitalist economy, before the thesis.

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Unit 7: Global Conflict (c. 1900 to Present).

7 sections with explanations and worked examples, then 92 practice problems. Answers and full explanations are at the end of the chapter.

7.1 Shifting Power Before World War I

Understand why old empires weakened, how Japan and Mexico challenged the old order, and which forces pushed Europe into war in 1914.

In 1900 the world looked firmly European-led. Britain, France, Germany, Russia and Austria-Hungary held the great armies and fleets, and most of Africa and South and Southeast Asia lived under imperial rule. Yet within two decades three empires fell, a new Asian power beat a European one, and a general war began. This lesson explains the pressures that built before 1914.

Land-based empires under strain. The Ottoman, Russian, Qing and Austro-Hungarian empires were large, multiethnic states ruled by dynasties. They shared problems: industrial lag behind Western rivals, foreign loans and trade privileges, rising nationalism among subject peoples, and reform movements demanding constitutions.

- ◆ Ottoman Empire: nicknamed the 'sick man of Europe'. It lost most of its Balkan lands to new nation-states, and Italy seized Libya in 1911-12. Reformers called the Young Turks forced the sultan to restore the constitution in 1908, but their Turkish nationalism alienated Arabs, Armenians and Albanians. The Balkan Wars of 1912-13 stripped away nearly all remaining European territory.
- ◆ Qing China: defeat in the Opium Wars, unequal treaties and spheres of influence weakened the dynasty. The Boxer Uprising (1899-1901) was crushed by an eight-nation force. A military uprising at Wuchang in October 1911, inspired by Sun Yat-sen's revolutionary alliance, spread quickly; the child emperor Puyi abdicated in 1912 and a republic replaced two thousand years of imperial rule. The republic soon fragmented into rival warlord regions.
- ◆ Russia: the Tsar's government lost the Russo-Japanese War (below), and Bloody Sunday in January 1905 triggered a revolution of strikes, mutinies and peasant unrest. Nicholas II granted a Duma (parliament) but kept most power. Resentment simmered until 1917.

Why the old empires weakened

Internal factors: ethnic nationalism, weak finances, dynastic rigidity, reform movements demanding constitutions.

External factors: military defeat, foreign loans, unequal treaties, and Western or Japanese pressure.

Exam habit: always pair at least one internal and one external cause.

Meiji Japan. Japan shows an alternative path. After the Meiji Restoration of 1868, the new government abolished feudal domains, built a conscript army and modern navy, and sponsored railways, factories and a state school system, adopting Western methods while keeping the emperor as the center of national identity. It defeated China in the Sino-Japanese War (1894-95), gaining Taiwan and influence over Korea. Then in the **Russo-Japanese War** (1904-05) it destroyed Russia's Baltic fleet at Tsushima and won at Port Arthur and Mukden. The Treaty of Portsmouth, brokered by U.S. President Theodore Roosevelt, gave Japan southern Sakhalin, rights in Manchuria and a free hand in Korea (annexed in 1910). This was the first modern victory of an Asian power over a European one, and it inspired nationalists from India to Turkey.

Revolution in Mexico. In Latin America, political crisis produced social revolution. The long dictatorship of Porfirio Diaz (1876-1911) favored foreign investors and large landowners, while peasants lost village lands. Francisco Madero's challenge in 1910 opened a decade of civil war involving Emiliano Zapata (land reform in the south), Pancho Villa (the north) and many other leaders, and perhaps a million deaths. The Constitution of 1917 promised land redistribution, workers' rights, secular education and national ownership of subsoil resources, which later shaped policy toward foreign oil companies.

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Event	Date	Type of change	Key result
Meiji Restoration	1868	Top-down modernization	Industrial, imperial Japan
Russo-Japanese War	1904-05	Interstate war	Japan wins; Russian revolution of 1905
Young Turk Revolution	1908	Constitutional revolt	Parliament restored; Turkish nationalism rises
Mexican Revolution	1910-20	Social revolution	Constitution of 1917; land and labor reform
Chinese Revolution	1911-12	Overthrow of dynasty	Republic; warlord era

From regional crisis to world war. Four forces pushed Europe toward conflict. First, **imperial rivalry**: Germany, a newly unified industrial giant, wanted colonies and influence; clashes over Morocco in 1905 and 1911 brought Germany and France close to war. Second, an **arms race**: Britain and Germany raced to build dreadnought battleships after 1906, and continental armies grew with conscription and railway mobilization plans. Third, a rigid **alliance system**: the Triple Alliance (Germany, Austria-Hungary, Italy) faced the Triple Entente (Britain, France, Russia). Alliances meant a local quarrel could drag in every great power. Fourth, **nationalism**: Slavic peoples in the Balkans wanted freedom from Austria-Hungary and Ottoman rule, and Serbia, backed by Russia, was the champion of pan-Slavism.

The spark came on 28 June 1914 when Gavrilo Princip, a Bosnian Serb nationalist, assassinated Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in Sarajevo. Austria-Hungary, with Germany's 'blank check' of support, sent Serbia an ultimatum. Russia mobilized to protect Serbia, Germany declared war on Russia and France, and its Schlieffen Plan sent troops through neutral Belgium, bringing Britain in. A regional crisis became a world war within weeks.

Causes of World War I (remember MAIN)

Militarism: arms races and mobilization timetables.

Alliances: Triple Alliance versus Triple Entente.

Imperialism: competition for colonies, markets and resources.

Nationalism: Balkan independence movements and great-power pride.

Trigger: the assassination at Sarajevo, 1914.

EXAMPLE 1: COMPARING TWO RESPONSES TO WESTERN PRESSURE

Compare how Meiji Japan and the Qing dynasty responded to Western power in the late nineteenth and early twentieth centuries.

SOLUTION

Similarity: both faced foreign pressure and unequal treaties, and both leaders recognized the need to modernize military and industry.

Difference: Japan's leaders centralized power, built a conscript army, railways and factories, and ended extraterritorial privileges by the early 1900s; Qing reforms were slower and blocked by conservative court factions and regional elites.

Outcome: Japan became an imperial power that beat Russia in 1905, while the Qing fell in 1911-12 and China entered a warlord era.

Why it matters: the contrast shows that state capacity and elite willingness to reform, not simply Western pressure, explain different outcomes.

EXAMPLE 2: PROXIMATE VERSUS UNDERLYING CAUSES

A student writes: 'World War I started because Archduke Franz Ferdinand was killed.' Revise this into a stronger causal claim.

SOLUTION

Identify the assassination as the proximate cause (the immediate trigger), not the full explanation.

Add underlying causes: alliance commitments tied Russia to Serbia and Germany to Austria-Hungary; Balkan nationalism threatened Austria-Hungary; the arms race and mobilization plans made delay seem dangerous.

Revised claim: 'The assassination triggered war only because rigid alliances, militarism and Balkan nationalism had already made the great powers ready to escalate a local crisis.'

Common mistakes

Do not say the Chinese Revolution of 1911 created a strong, stable republic; it ended the dynasty but produced warlord fragmentation. Do not call the Russo-Japanese War a Japanese conquest of Russia; it was a limited war ending in the Treaty of Portsmouth. And never explain World War I with the assassination alone.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Identify two internal and two external factors that weakened the Ottoman Empire before 1914.
2. Explain why the Russo-Japanese War mattered beyond East Asia.
3. Describe two goals of the Mexican Constitution of 1917.
4. What was the immediate result of the 1911 revolution in China, and what problem followed?
5. Explain how the alliance system helped turn the Sarajevo assassination into a general war.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly shows that a non-European power had become a major military force by 1905?
(A) The Boxer Uprising (B) The Young Turk Revolution
(C) The annexation of Bosnia (D) Japan's defeat of Russia
(E) The Moroccan crisis
7. The Mexican Revolution that began in 1910 is best described as a conflict that arose from
(A) political crisis under a dictator and rural demands for land
(B) a colonial war for independence from Spain
(C) defeat in a war against the United States
(D) a communist seizure of power directed from Moscow
(E) a religious war between Catholics and Protestants
8. Which pair belonged to the Triple Entente in 1914?
(A) Germany and Italy (B) Britain and Austria-Hungary
(C) Russia and the Ottoman Empire (D) Italy and France
(E) France and Russia
9. Read the statement: 'The great powers armed themselves with mobilization timetables so tight that any delay seemed to invite defeat.' This best illustrates which cause of World War I?
(A) Imperialism (B) Nationalism (C) Militarism
(D) Appeasement (E) Isolationism
10. A historian argues that the Qing collapse in 1911-12 resulted mainly from internal weakness. Which evidence would best support that argument?
(A) The Boxer Uprising was put down by an eight-nation force
(B) Provincial leaders and army units joined the Wuchang revolt and declared independence from the court
(C) Britain held Hong Kong as a colony
(D) Japan won the Sino-Japanese War in 1895
(E) Foreign powers held spheres of influence

SET C Apply and Extend

Write an organized response; the model answer lists scoring points.

11. Explain TWO ways in which nationalism contributed to instability in the Balkans and the Ottoman and Austro-Hungarian empires before 1914.
12. Compare the causes OR outcomes of the Mexican Revolution and the Chinese Revolution of 1911.

7.2 World War I

Explain how World War I was fought as a total war, how it reshaped empires and the Russian state, and how the peace settlements created lasting tensions.

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World War I (1914–1918) pitted the Allied (Entente) powers, chiefly Britain, France, Russia, Italy (from 1915), Japan and later the United States, against the Central Powers of Germany, Austria-Hungary, the Ottoman Empire and Bulgaria. The war was the first **total war**, in which governments mobilized entire economies and populations, and it ended with new states, new ideologies and unresolved grievances.

The fighting. Germany's Schlieffen Plan failed at the Marne in 1914, and on the Western Front the armies dug **trenches** from the Channel to Switzerland. Offensives such as Verdun and the Somme in 1916 cost hundreds of thousands of lives for a few miles of ground, because defenders with machine guns, barbed wire and quick-firing artillery overwhelmed attackers crossing 'no man's land'. New technology multiplied casualties: poison gas (first used on a large scale at Ypres in 1915), tanks, aircraft for reconnaissance and bombing, and submarines. Germany's U-boat campaign, including the sinking of the Lusitania in 1915 and unrestricted submarine warfare in 1917, together with the Zimmermann Telegram proposing a German-Mexican alliance, pushed the United States to declare war in April 1917. Fighting also spread to East Africa, the Middle East, the Pacific and the Eastern Front, where Russia suffered enormous losses.

Total war and the home front. Governments used conscription, rationing, taxes and war bonds to fund the fight, and they took control of industries. Women entered factories, offices and transport jobs in large numbers, though most lost them after the war. Governments also used propaganda posters, films and newspaper censorship to raise intense nationalism and demonize the enemy. Empires drew on colonial resources: over a million Indian soldiers and many Africans, Algerians, Senegalese and Vietnamese served or labored for Britain and France, and colonies supplied food and raw materials. Many colonial subjects expected political rewards for their sacrifice, which fueled later nationalism.

What makes a war 'total'

The state controls the economy, labor and information for war aims.

Civilians are involved as workers, targets and propaganda audiences.

Colonies and empires supply troops and resources.

New technology produces mass casualties; about nine to ten million soldiers died.

Russia leaves the war. Heavy defeats, food shortages and anger at the Tsar led to the March 1917 revolution, when Nicholas II abdicated and a Provisional Government continued the war. The Bolsheviks, led by Vladimir Lenin and promising 'peace, land and bread', seized power in November 1917. By the Treaty of Brest-Litovsk (March 1918), Russia gave up large western territories to Germany; a civil war between Reds and Whites followed, and Lenin's government created the first communist state, later the Soviet Union.

The Armenian genocide. In 1915 the Ottoman government, fearing Armenian collaboration with Russia and driven by extreme Turkish nationalism, arrested Armenian leaders and deported Armenians from Anatolia on death marches toward the Syrian desert. Massacres, starvation and disease killed around a million or more people. It is a leading example of wartime genocide and is covered again in Lesson 7.5.

Ending the war. The armistice took effect on 11 November 1918. At the Paris Peace Conference, U.S. President Woodrow Wilson proposed Fourteen Points, including national self-determination, open diplomacy and a League of Nations. France's Georges Clemenceau wanted security and punishment, and Britain's Lloyd George sat between them. The **Treaty of Versailles** (1919) forced Germany to accept the war guilt clause (Article 231), pay reparations later set at 132 billion gold marks, give Alsace-Lorraine to France, lose its colonies and army size, and accept a demilitarized Rhineland. Germans, who had not been invited to negotiate, called it a 'Diktat' and the 'stab in the back' myth spread. Other treaties dissolved Austria-Hungary into new states such as Czechoslovakia, Yugoslavia, Austria and Hungary, and the Ottoman Empire was broken up. The U.S. Senate refused to ratify the treaty, so the United States never joined the League.

Mandates. The League of Nations gave Britain and France **mandates**, supposedly temporary trusteeships, over former Ottoman and German territories. Britain took Iraq, Palestine and Transjordan; France took Syria and Lebanon; former German colonies in Africa and the Pacific went to Britain, France, Japan, South Africa and others. Arabs, who had been promised independence in return for revolting against the Ottomans, felt betrayed, particularly because of the secret Sykes-Picot agreement (1916) and the Balfour Declaration (1917) supporting a Jewish national home in Palestine.

Consequence	Details
Human	About 9–10 million soldiers dead, millions of civilians dead; a flu pandemic in 1918–19 compounded losses
Political	Four empires gone (German, Austro-Hungarian, Russian, Ottoman); new states in Europe; communism in Russia
Economic	War debts, reparations; economic leadership shifted from Britain to the United States
Colonial	Mandates in the Middle East and Africa; growing anti-colonial nationalism
Diplomatic	League of Nations created without the United States; German resentment of Versailles

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Treaty of Versailles in brief

Article 231 blamed Germany; reparations; army limited to 100,000; Rhineland demilitarized.

Wilson's idea of self-determination applied to Europe, not to the colonies.

Mandates replaced outright annexation but kept European control.

EXAMPLE 1: ANALYZING A SOURCE'S POINT OF VIEW

A German newspaper in 1919 calls the treaty 'a peace of vengeance imposed by a dictate'. Explain how the author's point of view and historical situation affect the use of this source as evidence of the treaty's fairness.

SOLUTION

Point of view: the author is a German writer reacting to terms Germans had no voice in negotiating, so the language is emotional.

Historical situation: Germany was blockaded, politically unstable and blaming the Allies instead of its military leaders.

Limitation: it cannot prove the treaty was unjust, but it is excellent evidence of German resentment that nationalists later exploited.

EXAMPLE 2: EXPLAINING CONTINUITY IN IMPERIAL CONTROL

Explain how the mandate system reflected both change and continuity in European imperialism.

SOLUTION

Change: territories were assigned by an international body, with stated duties to prepare peoples for self-government.

Continuity: Britain and France, not local peoples, ruled; they gained resources and strategic positions.

Result: nationalist revolts in Iraq (1920) and Syria (1925) opposed the new foreign control.

Common mistakes

The Armistice ended fighting; the Treaty of Versailles (1919) was the peace. The United States did not join the League of Nations. Mandates were not independence, and Wilson's self-determination was largely not applied to colonies.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Name two technologies of World War I and explain how each raised casualties.
2. Explain two ways governments mobilized civilians on the home front.
3. Why did Russia exit the war in 1917-18?
4. What were mandates, and why did many Arabs object to them?
5. Identify two provisions of the Treaty of Versailles and one Allied goal each reflected.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development was a direct result of unrestricted submarine warfare combined with the Zimmermann Telegram?
(A) Russia's withdrawal from the war
(B) The Balfour Declaration
(C) The United States' entry into the war
(D) The Armenian deportations
(E) The Battle of the Somme
7. In which way did World War I qualify as a total war?
(A) Governments directed economies, labor and information to the war effort
(B) Only soldiers on the front were affected
(C) Fighting was confined to Europe
(D) Colonies stayed neutral
(E) Women were barred from war work
8. Which statement best describes Wilson's approach at the Paris Peace Conference compared with Clemenceau's?
(A) Wilson sought a harsh peace while Clemenceau sought reconciliation
(B) Both wanted to restore Austria-Hungary
(C) Wilson wanted colonies annexed
(D) Wilson stressed self-determination and a League, while Clemenceau stressed security against Germany
(E) Clemenceau proposed the Fourteen Points
9. The Armenian genocide of 1915 is best understood as
(A) an unplanned result of a battle
(B) state-directed deportation and killing of a minority during wartime
(C) a religious war between two empires
(D) a rebellion by Armenian soldiers that succeeded
(E) a British policy in Mesopotamia
10. Which long-term consequence of World War I most directly helped the rise of extremist movements in Germany?
(A) Allied recognition of German colonial claims
(B) German control of the League of Nations
(C) Transfer of Austria's navy to Germany
(D) A rapid economic boom after 1919
(E) Resentment over the war guilt clause, reparations and territorial losses

SET C Apply and Extend

Write an organized response; the model answer lists scoring points.

11. Explain TWO ways in which World War I changed the role of governments in economic and social life.
12. Evaluate the extent to which the peace settlements after World War I created a lasting and stable international order.

7.3 Interwar Period and the Great Depression

Analyze how governments responded to the Great Depression and how the interwar period saw the rise of dictators and new nationalist movements.

The 1920s promised recovery, but the world economy was fragile and many governments were unstable. The Great Depression of the 1930s pushed states to intervene in their economies and gave extremist movements their opening. This lesson covers the economic collapse, the different government responses, and the rise of dictators and nationalist movements.

The Great Depression. Overproduction, uneven wealth, heavy international debt and speculation made the U.S. economy vulnerable. The New York stock market crash of October 1929 caused panic; banks failed, credit dried up and consumers stopped spending. The U.S. had been lending to Germany, which paid reparations to Britain and France, who repaid war debts to the U.S., so when American loans stopped the cycle collapsed. Protective tariffs such as the Smoot-Hawley Tariff (1930) shrank world trade, and the collapse of a major Austrian bank in 1931 spread the crisis across Europe. By 1932-33 about a quarter of American workers and around six million Germans had no jobs. Countries tied to exporting raw materials, such as Brazil (coffee), Chile (copper) and Malaya (rubber), saw prices fall sharply.

Government responses. Liberal democracies, communist and fascist states and Latin American governments reacted differently, but all expanded the state's role in the economy.

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Government	Response	Key features
United States (Franklin Roosevelt)	New Deal, from 1933	Bank reform, public works, Social Security, labor rights; influenced by Keynes's idea that deficit spending can boost demand
Soviet Union (Stalin)	Five Year Plans, from 1928	State ownership, heavy industry targets, forced collectivization of farms; repression and famine (the 1932-33 famine in Ukraine); rapid industrial growth
Fascist Italy and Nazi Germany	Corporatist, state-directed economy	Business and labor controlled by the state; rearmament and public works lowered unemployment; no free unions
Latin America (Brazil, Argentina, Mexico)	Import substitution industrialization (ISI)	Tariffs and state investment to build domestic industry; Mexico's Cardenas nationalized oil in 1938; Vargas in Brazil built a strong central state

Key idea: the expanding state

After World War I and the Depression, governments played a much more active role in economic life.

The tools differed: regulation and public works (New Deal), central planning (USSR), corporatism and rearmament (fascist states), nationalization and ISI (Latin America).

Rise of dictators and totalitarianism. Economic misery, anger over the peace settlement and fear of communism made many people accept strongmen. **Fascism** is an extreme nationalist ideology that glorifies the state and a single leader, rejects liberalism and communism, and uses violence and propaganda. Benito Mussolini took power in Italy after his 1922 March on Rome, building a one-party state. In Germany the Nazi Party under Adolf Hitler grew from 2.6 percent of the vote in 1928 to the largest party by 1932; Hitler became chancellor in January 1933, used the Reichstag fire and the Enabling Act to destroy democracy, and turned Germany into a totalitarian state based on racial nationalism and antisemitism, as in the Nuremberg Laws of 1935. In the Soviet Union, Joseph Stalin, who had outmaneuvered rivals after Lenin's death in 1924, created a personal dictatorship, used the secret police and the Great Purge (1936-38) to kill or imprison millions, and ran forced labor camps (the Gulag). In Japan, military leaders gained influence, invaded Manchuria in 1931 and set up the puppet state of Manchukuo in 1932.

Nationalism and revolution in Asia and the Middle East. In China, the Guomindang (Nationalists) under Chiang Kai-shek broke violently with their Communist allies in 1927. The Communists under Mao Zedong survived the Long March (1934-35) and built a base among peasants in the northwest; a civil war paused when Japan invaded China in 1937. In Turkey, Mustafa Kemal Ataturk founded the republic in 1923 and imposed secular reforms: Latin alphabet, new legal code, and votes for women in 1934. In India, the Indian National Congress, led by Mohandas Gandhi, used nonviolent civil disobedience: the 1930 Salt March challenged British control, and the Government of India Act (1935) gave limited self-rule. In West Africa, strikes, newspapers and congresses resisted French and British rule, though colonial control largely remained until after 1945.

Contrast to remember

Totalitarian regimes: one party, one leader, secret police, propaganda, and control over daily life.

Democracies in the Depression: expanded the economic role of the state but kept elections and civil liberties.

Anti-imperial nationalism: Congress (India), Guomindang and Communists (China), Ataturk (Turkey) all sought sovereignty but chose different methods.

EXAMPLE 1: COMPARING TWO ECONOMIC RESPONSES

Compare the New Deal in the United States and the Five Year Plans in the Soviet Union as responses to economic problems.

SOLUTION

Similarity: both increased government control over the economy and aimed to create jobs and industrial growth.

Difference: the New Deal preserved private property and elections, and used regulation and relief; Soviet planning eliminated private ownership, set quotas and used coercion, including forced collectivization.

Result: the New Deal softened the Depression but unemployment persisted until war production; the Soviet Union industrialized quickly but at great human cost.

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EXAMPLE 2: EXPLAINING CAUSATION

Explain how the Great Depression helped Adolf Hitler gain power.

SOLUTION

Context: Germany depended on American loans, so its economy collapsed after 1929 and unemployment hit around six million.

Mechanism: voters angry at the Weimar government turned to parties promising jobs, national revival and revenge against the Versailles settlement.

Outcome: Nazi vote share rose to the largest party in 1932, and conservative leaders, believing they could control him, helped make Hitler chancellor in January 1933.

Exam tip

When asked about government responses to the Depression, name the specific policy (New Deal, Five Year Plan, ISI, corporatism) and the country, then explain how it increased state involvement. Do not claim the Depression was caused solely by the 1929 crash; it exposed deeper weaknesses.

Practice**SET A Check Your Understanding**

Answer each question in two to four sentences.

1. Why did the Depression spread from the United States to Europe and beyond?
2. Describe two features of Soviet Five Year Plans and one human cost.
3. Explain what import substitution industrialization meant in Latin America.
4. What was the Salt March, and what did it show about Indian nationalism?
5. Describe one difference between Ataturk's goals in Turkey and Chiang Kai-shek's in China in the 1920s-30s.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. The Smoot-Hawley Tariff (1930) is best understood as
 - (A) a New Deal program to create jobs
 - (B) a reparations plan for Germany
 - (C) a Soviet planning document
 - (D) a Latin American import substitution law
 - (E) a protectionist measure that reduced international trade
7. Which statement best describes the economic role of government in fascist Italy?
 - (A) It abolished all private property
 - (B) It organized business and labor into state-directed corporations while allowing private ownership
 - (C) It followed laissez-faire policy
 - (D) It followed Five Year Plans of communist type
 - (E) It nationalized all agriculture
8. Which factor most helped extremist parties gain support in Germany between 1929 and 1933?
 - (A) Mass unemployment and distrust of the Weimar government
 - (B) Reparations being cancelled
 - (C) Victory in a foreign war
 - (D) The success of the League of Nations
 - (E) Rising prices for German exports

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9. The Long March and the Salt March were similar in that both
- (A) were led by military dictators
 - (B) ended foreign rule immediately
 - (C) were suppressed without lasting effect
 - (D) were actions that built support for a nationalist movement
 - (E) took place in the Ottoman Empire
10. Cardenas's oil nationalization in Mexico (1938) illustrates which broader trend?
- (A) The spread of fascism in the Americas
 - (B) Colonial rule being restored
 - (C) Governments in Latin America asserting greater control over key resources
 - (D) Free-trade policies after the Depression
 - (E) The influence of the Soviet Five Year Plans

SET C Apply and Extend

Write an organized response; the model answer lists scoring points.

11. Explain TWO similarities and ONE difference between Stalin's USSR and Hitler's Germany as totalitarian states.
12. Evaluate how effectively governments responded to the Great Depression, using evidence from at least two different countries.

7.4 World War II

Explain the causes, conduct and results of World War II, including the Holocaust, the Pacific war and the postwar settlement.

World War II (1939-1945) was the deadliest conflict in history, with an estimated 60 to 85 million deaths, most of them civilians. It grew out of unresolved issues of World War I, the Depression and aggressive fascist and militarist governments.

Causes. The Versailles settlement left Germany resentful and the weak Weimar republic discredited. The Depression brought Hitler and militarists to power. Imperial ambition drove Italy (Ethiopia, 1935), Japan (Manchuria 1931, China 1937) and Germany (the Rhineland 1936, Austria 1938). The League of Nations had no army and failed to stop these acts, and the United States stayed isolationist. Britain and France followed **appeasement**, giving in to Hitler's demands in hopes of avoiding war. At Munich in September 1938 they allowed Germany to take the Sudetenland from Czechoslovakia. Hitler then occupied the rest of Czechoslovakia in March 1939, and signed the Nazi-Soviet Non-Aggression Pact with Stalin in August 1939. Germany invaded Poland on 1 September 1939, and Britain and France declared war.

The course of the war. Germany's blitzkrieg (lightning war) of tanks and aircraft conquered Poland, then France in June 1940. Britain survived the air Battle of Britain under Prime Minister Winston Churchill. In June 1941 Hitler invaded the Soviet Union (Operation Barbarossa), opening an enormous Eastern Front. On 7 December 1941 Japan attacked Pearl Harbor, bringing the United States in. The Axis powers (Germany, Italy, Japan) faced the Allies (Britain, the Soviet Union, the United States, China and others). The turning points came in 1942-43: Soviet victory at Stalingrad, British success at El Alamein in North Africa, and the U.S. naval victory at Midway. The Allies invaded Italy in 1943 and Normandy on D-Day, 6 June 1944. Germany surrendered on 8 May 1945.

The Pacific war. Japan, seeking resources and a 'Greater East Asia Co-Prosperity Sphere', conquered Southeast Asia and the Pacific, often presenting itself as liberator from Western colonialism while ruling brutally. The United States turned the tide at Midway and then advanced by island-hopping. As Allied forces approached Japan, firebombing destroyed much of Tokyo (March 1945). The United States dropped atomic bombs on Hiroshima (6 August) and Nagasaki (9 August), and the Soviet Union declared war on Japan; Japan surrendered, formally on 2 September 1945. Historians still debate whether the bombs were necessary to end the war or primarily acted to shape the postwar order.

Total war in World War II

Governments mobilized economies, science, propaganda and entire populations.

Strategic bombing and the atomic bomb blurred the line between soldiers and civilians.

Totalitarian states (Germany, USSR, Japan) used ideology and repression; democracies (Britain, the United States) used rationing, conscription and propaganda while generally keeping civil liberties.

The Holocaust. The Nazi regime persecuted Jews through the Nuremberg Laws, the Kristallnacht pogrom of November 1938, ghettos and, after the 1941 invasion of the Soviet Union, mobile killing squads. At the Wannsee Conference (January 1942) officials coordinated the 'Final Solution': deportation to death camps such as Auschwitz-Birkenau and Treblinka. About six million Jews, two-thirds of Europe's Jewish population, were murdered. Roma, disabled people, Poles and other Slavs, political prisoners and others were also killed. This was industrialized genocide organized by a state.

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Home fronts, women and minorities. In the United States, factories converted to war production, and millions of women took industrial jobs ('Rosie the Riveter'). African Americans served in segregated units, such as the Tuskegee Airmen, and migrated to defense jobs, while about 120,000 Japanese Americans were interned under Executive Order 9066. The British rationed food and endured the Blitz. In the Soviet Union, women worked on farms and in factories and some fought as pilots and snipers, and the country lost around 27 million people. Colonial peoples supplied troops and goods; India contributed over two million soldiers, and many colonial subjects expected independence in return.

Dates to anchor

1 Sept 1939 invasion of Poland; June 1941 Barbarossa; 7 Dec 1941 Pearl Harbor.

June 1942 Midway; 1942-43 Stalingrad; 6 June 1944 D-Day.

8 May 1945 V-E Day; 6 and 9 Aug 1945 atomic bombs; 2 Sept 1945 Japan formally surrenders.

Wartime diplomacy and results. At Yalta in February 1945, Roosevelt, Churchill and Stalin agreed on dividing Germany into occupation zones, Soviet entry against Japan, and free elections in Eastern Europe. At Potsdam in July-August 1945, new leaders Truman and Attlee (Churchill lost the election) met Stalin, and disagreement over Poland and Germany grew. The war left Europe and Asia devastated, ended the dominance of Britain and France, and made the United States and USSR the two superpowers. The United Nations was founded in 1945 to maintain peace, with a Security Council whose five permanent members hold a veto. The Nuremberg trials prosecuted Nazi leaders for crimes against humanity, the Bretton Woods agreements set the postwar economic order, and decolonization accelerated.

Feature	World War I	World War II
Fronts	Mainly static trenches in Europe	Mobile war: blitzkrieg, carrier battles, island hopping
Civilians	Mostly home-front workers; some atrocities	Majority of deaths; bombing, genocide, occupation
Technology	Machine gun, gas, early tanks	Radar, aircraft carriers, rockets, atomic bomb
Ending	Armistice and punitive treaty	Unconditional surrender, occupation, UN

EXAMPLE 1: EVALUATING AN ARGUMENT

A historian argues: 'Appeasement caused World War II.' Use evidence to support, modify or refute this claim.

SOLUTION

Support: Munich (1938) let Hitler gain Czech territory and resources, and showed Western weakness.

Modify: appeasement was one cause among many: the Versailles resentment, the Depression, fascist aggression and the failure of the League also mattered.

Conclusion: appeasement encouraged Hitler but did not create his aims; the strongest claim is that it contributed to the timing and ease of expansion.

EXAMPLE 2: COMPARING MOBILIZATION

Compare how the United States and the Soviet Union mobilized for World War II.

SOLUTION

Similarity: both converted industry to war production, used propaganda, and brought women into the workforce.

Difference: the Soviet state directly controlled the economy and used coercion, while the United States relied on contracts, rationing and voluntary enlistment alongside the draft.

Evidence: Soviet factories were relocated east of the Urals; U.S. output of aircraft and ships rose dramatically.

Common mistakes

Do not say the atomic bombs ended the war in Europe; Germany had already surrendered. Yalta and Potsdam were different meetings with different leaders. The Holocaust targeted Jews as a group for total destruction; do not describe it only as wartime casualties.

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Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

1. Define appeasement and give one example.
2. Identify two turning points in 1942–43 and explain their significance.
3. Describe how the Holocaust developed from persecution to mass murder.
4. Explain how World War II affected women and minorities in the United States.
5. Name two results of the Yalta and Potsdam conferences or the war's end that shaped the postwar world.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event most directly led Britain and France to declare war on Germany in 1939?
(A) The annexation of Austria (B) The invasion of Poland
(C) The Munich Agreement (D) The attack on Pearl Harbor
(E) The Nazi-Soviet Pact
7. The use of firebombing and the atomic bomb in 1945 illustrates which feature of World War II?
(A) War was limited to professional armies
(B) Colonial troops were not used
(C) Technology and strategy made civilians major targets
(D) Governments refused to use propaganda
(E) The war was fought mostly in trenches
8. The Nazi-Soviet Non-Aggression Pact of 1939 is best explained by
(A) shared ideology of the two regimes
(B) Soviet entry into the League of Nations
(C) a German defeat at Stalingrad
(D) a plan to attack Japan
(E) each side's wish to avoid a two-front war and to divide Poland
9. Which was an outcome of World War II?
(A) The United States and the Soviet Union emerged as superpowers
(B) Britain and France became the dominant superpowers
(C) Germany regained its colonies
(D) The League of Nations was strengthened
(E) Japan kept Manchukuo
10. A scholar writes that Japan presented the war as a fight to free Asia from Western imperialism while ruling harshly. This claim is best supported by evidence of
(A) Japan's membership in the League of Nations
(B) Japan's defeat of Russia in 1905
(C) the Meiji Restoration
(D) the Greater East Asia Co-Prosperity Sphere and brutal occupation, such as in Nanjing and the Philippines
(E) Japanese neutrality in the war

SET C Apply and Extend

Write an organized response; the model answer lists scoring points.

11. Explain TWO causes of World War II and ONE way in which they were connected.
12. Compare the ways in which Germany under Hitler and Britain under Churchill mobilized for total war.

7.5 Mass Atrocities and Causation of Global Conflict

Identify major mass atrocities after 1900, explain their causes, and compare the causes and effects of the century's global conflicts.

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The twentieth century saw both world wars and repeated attempts by states or armed groups to destroy entire populations. This lesson covers the major mass atrocities of the period, explains what they had in common, and then steps back to compare the causes and effects of the century's global conflicts.

Defining the crime. Polish lawyer Raphael Lemkin coined the word **genocide** in 1944, combining Greek and Latin roots for race or people and killing. After the Holocaust, the United Nations adopted the Genocide Convention in 1948, defining genocide as acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group. **Ethnic violence** and mass killing of political or social groups may not always fit the legal definition, but historians study them together.

Atrocity	Dates	Perpetrators and victims	Context and causes
Armenian genocide	1915-1923	Ottoman government (Committee of Union and Progress); Armenians, about one million or more killed	Wartime fear of a 'fifth column', Turkish nationalism, imperial collapse
Soviet famine in Ukraine	1932-33	Stalin's government; millions of Ukrainians and Kazakhs and others died	Forced collectivization, grain requisitions and repression of Ukrainian nationalism
Nanjing Massacre	Dec 1937 - Jan 1938	Japanese army; tens to hundreds of thousands of Chinese civilians and prisoners killed, with mass rape	Japan's invasion of China; militarist ideology of racial superiority; no restraint on troops
The Holocaust	1941-1945 (persecution from 1933)	Nazi Germany and collaborators; six million Jews and millions of others	Racial antisemitism, totalitarian state, wartime cover
Cambodia	1975-1979	Khmer Rouge under Pol Pot; roughly 1.5 to 2 million died of execution, forced labor and starvation	Extreme agrarian communism after civil war and Vietnam War spillover; targeting of educated people, city dwellers and minorities
Rwanda	April-July 1994	Hutu Power extremists; about 500,000 to 800,000 Tutsi and moderate Hutu killed in 100 days	Colonial-era ethnic categories, civil war, radio propaganda, shot-down presidential plane as trigger

Common causes of mass atrocity

Extremist ideology that dehumanizes a group (racism, ethnic nationalism, radical class theory).

War, crisis or revolution that gives leaders cover and an excuse.

A state or armed group with power to organize violence and control information.

Propaganda, scapegoating and weak or late international response.

Comparing atrocities. Some, like the Holocaust and Armenian genocide, were state-planned efforts to eliminate a minority on ethnic or religious grounds. Others, like Stalin's famine and Cambodia, were tied to radical economic or ideological programs that treated social groups as enemies of the revolution. Nanjing was a wartime massacre by an army during an invasion rather than a plan to eliminate a people. Rwanda was carried out largely by neighbors, militias and soldiers incited by radio. In every case the international community responded late; after Rwanda, the UN and major powers faced criticism for failing to intervene.

What caused global conflicts? The century's major wars had overlapping causes. Examples: imperial and resource competition, nationalism, the collapse of empires, flawed peace settlements, economic crisis, and ideologies such as fascism and communism. Historians weigh these differently. World War I is usually explained by alliances, militarism, imperialism and nationalism after decades of rivalry; World War II by the unresolved peace, the Depression, and aggression by fascist states; later wars (covered in later lessons) by Cold War rivalry and decolonization.

Effects of total war. Governments grew larger; economies were redirected; women entered the workforce and gained suffrage in many places; new technologies spread; colonial peoples gained confidence and demanded independence; and the global balance of power moved from European empires to the United States and the Soviet Union. Civilian casualties rose from perhaps 5 percent of deaths in World War I to a majority in World War II. International institutions (League, then United Nations) and legal ideas (crimes against humanity, genocide) arose in response.

Comparison	World War I	World War II
Causes	Alliances, nationalism, imperial rivalry, arms race	Failed peace, Depression, fascist aggression, appeasement
Main combatants	Entente vs Central Powers	Allies vs Axis
Peace	Versailles, mandates, League	Yalta, Potsdam, UN, occupation
Atrocities	Armenian genocide	Holocaust, Nanjing, bombing

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Comparison	World War I	World War II
Legacy	Instability, colonial resentment	Superpowers, decolonization, human rights law

Continuity and change, 1900 to 1945

Change: scale of war, role of the state, technology, and the end of European dominance.

Continuity: imperial states kept colonies between the wars; nationalism remained the strongest mobilizing force; peace settlements created grievances.

EXAMPLE 1: EXPLAINING A CONNECTION

Explain how a historical development in World War I is related to a later mass atrocity.

SOLUTION

Development: the collapse of the Ottoman Empire during World War I and rise of Turkish nationalism.

Connection: the wartime government regarded Armenians as a threat and used the war as cover for deportation and killing in 1915.

Link to later: the Armenian genocide was a precedent for state-directed genocide that Lemkin cited when he created the word genocide.

EXAMPLE 2: COMPARING ATROCITIES

Compare the causes of the Holocaust and the Cambodian genocide.

SOLUTION

Similarity: both occurred under extremist regimes that controlled the state and used war and crisis to impose an ideology.

Difference: the Nazis targeted Jews by racial antisemitism as a group to be eliminated entirely, while the Khmer Rouge targeted perceived class enemies, urban people and ethnic minorities while building an agrarian utopia.

Scale and method: industrial death camps in Europe versus executions, forced labor and starvation in Cambodia.

Common mistakes

Do not use the Holocaust label for every atrocity; name the specific event. The Armenian genocide occurred in the Ottoman Empire during World War I, not in World War II. Rwanda's victims included moderate Hutu as well as Tutsi, and it lasted about 100 days.

Practice

SET A Check Your Understanding

Answer each question in two to four sentences.

- Who coined the term genocide and why did it become law?
- Describe one way the Ottoman government carried out the Armenian genocide.
- What happened at Nanjing in 1937-38, and how does it differ from the Holocaust?
- Explain two causes of the Rwandan genocide.
- Give two long-term effects of total war in the twentieth century.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best describes a common pattern in twentieth-century genocides?
 - (A) They occurred only during peacetime
 - (B) They resulted from spontaneous mob violence without leadership
 - (C) They were stopped quickly by international armies
 - (D) Extremist regimes used war or crisis to target groups identified as enemies
 - (E) They occurred only in colonies
7. The Khmer Rouge in Cambodia (1975-79) are best associated with
 - (A) a radical effort to create an agrarian communist society that led to mass death
 - (B) racial theories of Aryan supremacy
 - (C) a colonial administration under France
 - (D) the partition of British India
 - (E) a response to the Great Depression
8. Which pair of events shares the feature of being committed under cover of a world war?
 - (A) Rwanda and Cambodia
 - (B) The Armenian genocide and the Holocaust
 - (C) Nanjing and Rwanda
 - (D) Ukraine famine and Cambodia
 - (E) The Holocaust and Rwanda
9. Which development contributed most to the legal recognition of genocide as an international crime?
 - (A) The Treaty of Versailles
 - (B) The League of Nations mandates
 - (C) The Holocaust and the Nuremberg trials
 - (D) The Cold War
 - (E) The Marshall Plan
10. A historian compares the world wars and notes that civilian share of deaths grew sharply in World War II. Which factor best explains this?
 - (A) Strategic bombing, occupation policies and genocide
 - (B) Fewer battles on land
 - (C) The end of colonial troops
 - (D) Neutral countries' declarations
 - (E) The abolition of conscription

SET C Apply and Extend

Write an organized response; the model answer lists scoring points.

11. Compare TWO mass atrocities from the period 1900 to the present in terms of their causes.
12. Evaluate the extent to which the world wars represent change rather than continuity in the role of governments and the balance of global power.

7.6 Multiple-Choice Practice: Global Conflict (c. 1900 to Present)

Twenty AP-style multiple-choice questions on Unit 7.

Choose the single best answer to each question. Several items include a short excerpt or data; read it before the choices. Each explanation tells you why the correct choice works and why the best distractor does not.

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SET A Core Concepts

Choose the best answer.

1. Which pair of events best illustrates the weakening of land-based empires before 1914?
(A) The Balkan Wars and the Young Turk Revolution
(B) The Boxer Uprising and the Russian revolution of 1905
(C) The Mexican Revolution and the Meiji Restoration
(D) Japan's annexation of Korea and Portsmouth
(E) The Zimmermann Telegram and Brest-Litovsk
2. The Treaty of Portsmouth (1905) ended which conflict?
(A) The Sino-Japanese War
(B) The Russo-Japanese War
(C) The Boxer Uprising
(D) The Balkan Wars
(E) The Crimean War
3. Which was a primary reason World War I became a stalemate on the Western Front?
(A) Lack of artillery
(B) Neutral Belgium blocked the armies
(C) Defensive advantages of machine guns, barbed wire and trenches
(D) Naval blockades ended
(E) Rapid use of tanks from 1914
4. Which was a goal of Woodrow Wilson at the Paris Peace Conference?
(A) Punishing Germany with heavy reparations
(B) Restoring monarchies in Europe
(C) Dividing Germany permanently
(D) National self-determination and a League of Nations
(E) Gaining colonies for the United States
5. Stalin's Five Year Plans primarily sought to
(A) restore private farms
(B) form alliances with Western democracies
(C) promote consumer goods
(D) end the Gulag
(E) industrialize rapidly under state control
6. Appeasement refers to
(A) concessions to Hitler to avoid war, as at Munich
(B) Allied bombing of German cities
(C) the Nazi-Soviet Pact
(D) US neutrality laws
(E) creation of the United Nations
7. The 1948 Genocide Convention was most directly a response to
(A) the Armenian deportations alone
(B) the Nazi Holocaust
(C) the Rwandan genocide
(D) the Nanjing Massacre
(E) the Cambodian killings

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SET B Applications and Data

Choose the best answer.

8. Read the excerpt.

'The enemy advances through the cities with fire from the sky; every home is now a front line, and every worker is a soldier.'
(Adapted for practice: a wartime radio address)

This excerpt best reflects which feature of World War II?

- (A) Limited warfare
- (B) Colonial independence
- (C) Total war blurring soldiers and civilians
- (D) Trench stalemate
- (E) Collective security

9. Use the table.

Percent of workers unemployed, 1932: United States about 24; Germany about 30; Britain about 22.

Which conclusion do these data best support?

- (A) Only the United States suffered in the Depression
- (B) Fascist governments ended unemployment by 1932
- (C) Britain was spared
- (D) The Depression was a global crisis affecting industrial economies
- (E) Unemployment fell everywhere

10. Read the excerpt.

'We have come to a point where either the factories and the fields work for all, or the foreign companies take what is ours.'
(Adapted for practice: a speech supporting oil nationalization, 1938)

The excerpt is best understood in the context of

- (A) Soviet collectivization
- (B) the New Deal in the United States
- (C) Meiji reforms
- (D) fascist corporatism in Italy
- (E) Latin American economic nationalism during the Depression

11. A historian argues that the Treaty of Versailles was a major cause of World War II. Which evidence best supports this argument?

- (A) Hitler used German resentment of reparations and territorial losses to gain support
- (B) The League of Nations included Germany from 1919
- (C) The treaty ended the Austro-Hungarian Empire
- (D) Wilson proposed Fourteen Points
- (E) The Allies occupied the Ruhr in 1923 only

12. Which comparison of Gandhi's and Ataturk's movements is most accurate?

- (A) Both used nonviolent civil disobedience
- (B) Gandhi opposed colonial rule through mass nonviolence while Ataturk created a secular republic after war
- (C) Both ruled as fascists
- (D) Both depended on communism
- (E) Both sought to restore an empire

13. Which statement about the Armenian genocide and the Holocaust is most accurate?

- (A) Both occurred in World War II
- (B) Both were led by communist governments
- (C) Both involved state-organized killing of a targeted group during a world war
- (D) Neither involved deportations
- (E) Both ended with the League's intervention

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14. Colonial soldiers in both world wars contributed to which later development?
- (A) Reduced anti-imperial feeling
 - (B) Strengthened imperial control with no resistance
 - (C) Extension of the mandate system to Europe
 - (D) Rising demands for independence and political rights
 - (E) An end to nationalism

SET C **Exam-Level Stretch**

Choose the best answer.

15. Read the excerpt.
'Germany will be peaceful because she will have work and bread, but she will also be armed.' (Adapted for practice: a Nazi rally speech, 1933)
Which of the following most helps explain the speaker's claim?
- (A) The Treaty of Versailles allowed a large German army
 - (B) The League of Nations demanded German rearmament
 - (C) Germany joined the Allies
 - (D) Germany had no unemployment before 1933
 - (E) Germany's economic recovery depended on government spending including rearmament
16. Which factor most differentiates the economic response of the Soviet Union from that of Italy in the 1930s?
- (A) Italy used a corporatist system with private ownership while the Soviet state owned the economy
 - (B) Italy used Five Year Plans
 - (C) The Soviet Union relied on free markets
 - (D) Italy practiced collectivization
 - (E) Both abolished private property
17. Which statement best evaluates the claim that the atomic bombings were the sole reason for Japan's surrender in 1945?
- (A) It is fully supported because Japan surrendered immediately after Hiroshima with no other factors
 - (B) It is complicated by the Soviet declaration of war on 8-9 August and the Allied blockade and firebombing
 - (C) It is refuted because Japan surrendered in July
 - (D) It is supported by Yalta
 - (E) It ignores that Japan had already surrendered in May
18. Which of the following is the best example of continuity in imperialism between the world wars?
- (A) The independence of India in 1920
 - (B) The collapse of European colonies by 1930
 - (C) Britain and France gaining mandates in the former Ottoman lands
 - (D) The end of Japanese expansion
 - (E) US withdrawal from the Philippines in 1925
19. A historian argues that nationalism was more important than economic factors in causing World War I. Which evidence best modifies that argument?
- (A) Balkan nationalism caused the 1914 assassination
 - (B) Serbia's goal of unifying South Slavs
 - (C) Austro-Hungarian fear of ethnic unrest
 - (D) Colonial and naval rivalries and arms races between Britain and Germany
 - (E) Pan-Slavism in Russia
20. Which comparison best explains why Rwanda in 1994 differed from the Armenian genocide?
- (A) The Armenian case involved radio propaganda
 - (B) Rwanda occurred in 1915
 - (C) Neither was organized
 - (D) Both were ended by UN troops
 - (E) Rwanda was a state-organized killing during a civil war carried out with mass participation and radio propaganda, while the Armenian genocide was carried out in a world war by an imperial government

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7.7 Free-Response Practice: Global Conflict (c. 1900 to Present)

Four free-response questions covering Unit 7.

Questions 1 and 2 are short-answer questions worth 3 points each. Question 3 is a document-based question (7 points) and Question 4 is a long essay (6 points). The model answers name the scoring points.

QUESTION 1 SAQ: Secondary Source on World War I

Use the passage to answer parts (a), (b) and (c). 'World War I was less a clash of ideals than the product of a system of rival alliances and imperial ambitions. When a crisis arose in the Balkans in 1914, the great powers, tied together by commitments and committed to rapid mobilization, found few ways to step back.' (Adapted for practice from a historian's account)

- (a) Identify ONE claim the author makes about the causes of World War I.
- (b) Explain ONE piece of evidence from the period 1900-1914 that supports the author's argument.
- (c) Explain ONE piece of evidence that challenges or limits the author's argument.

QUESTION 2 SAQ: Economic Crisis and Government Response

Answer parts (a), (b) and (c). No stimulus.

- (a) Identify ONE way a government expanded its role in the economy in response to the Great Depression.
- (b) Explain ONE similarity between the government responses of two different countries in the 1930s.
- (c) Explain ONE difference between those responses.

QUESTION 3 Document-Based Question: Responses to War

Evaluate the extent to which mobilization for total war changed the relationship between governments and their people in World War I and World War II. (Practice documents are summarized.) Document 1 (Britain, 1915): A government poster urging women to take factory jobs to support the troops. Document 2 (Germany, 1943): A speech by a Nazi official calling for 'total war' with all civilians drafted to work. Document 3 (United States, 1942): An order authorizing the removal of Japanese Americans from the West Coast. Document 4 (Soviet Union, 1941): A radio message by Stalin calling the people to a 'Great Patriotic War' and defense of the motherland.

- (a) Write a thesis that responds to the prompt and makes a claim about change and continuity.
- (b) Use at least three documents to support your argument, and explain the point of view, purpose, audience or historical situation of at least one.
- (c) Use one piece of outside evidence not found in the documents.

QUESTION 4 LEQ: Causation

Choose ONE of the following prompts and write a response. Prompt A: Evaluate the extent to which the Treaty of Versailles and its consequences contributed to the outbreak of World War II. Prompt B: Evaluate the extent to which the effects of the two world wars led to the end of European dominance in the world.

- (a) State a thesis that answers the prompt and establishes a line of reasoning.
- (b) Describe the historical context before the event, using specific evidence.
- (c) Develop the argument with at least two specific examples and analyze their causal significance, including a counterargument.

Answers Unit 7: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

7.1 Shifting Power Before World War I

SET A • CHECK YOUR UNDERSTANDING

- Internal: nationalism among Balkan and Arab subjects, and a weak, indebted government despite Young Turk reforms. External: territorial losses to Balkan states and to Italy in Libya, and European loans and pressure. Together they left the empire far smaller by 1913.
- Japan's victory showed that a non-Western state that modernized could defeat a European great power. It weakened the Tsarist government and helped spark the 1905 revolution, and it inspired anti-imperial nationalists in places such as India, China and the Ottoman lands.
- It promised land redistribution to peasants and protected workers' rights such as limits on hours. It also placed subsoil resources under national control and limited the Church's role in education, reflecting revolutionary demands against landowners and foreign investors.
- The Qing dynasty collapsed and the child emperor Puyi abdicated in 1912, creating a republic. The new central government was weak, so military commanders took control of regions and China entered a period of warlord rule.

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5. Austria-Hungary, backed by Germany, punished Serbia; Russia, tied to Serbia, mobilized; Germany then declared war on Russia and France, and its invasion of Belgium brought in Britain. Each commitment pulled another power in, escalating a regional crisis.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Japan's victory at Tsushima and Mukden was the first modern defeat of a European great power by an Asian state. The Boxer rebels were defeated by foreign forces, so that choice shows the opposite.
7. A. Diaz's long rule had concentrated land and wealth, producing political crisis and peasant revolt. It was not a war against Spain; Mexican independence came in the 1820s.
8. E. The Entente linked Britain, France and Russia. Italy was nominally in the Triple Alliance with Germany and later joined the Allies in 1915.
9. C. Rigid war plans and arms buildup are militarism. Imperialism concerns colonial and resource competition, which is a different cause.
10. B. Provincial defections show the dynasty lost loyalty from within. The other choices are external pressures, which would support a different emphasis.

SET C · APPLY AND EXTEND

11. Scoring: 1 point for each accurate, explained way, up to 2 (plus context). Model: Slavic nationalism in Serbia and Bosnia aimed to free South Slavs from Austria-Hungary, so Austria-Hungary saw Serbia as an existential threat and the 1914 assassination led to an ultimatum. Second, Balkan states formed a league and fought the Balkan Wars (1912-13) that removed most Ottoman land in Europe, and Turkish nationalism under the Young Turks alienated Arabs and Armenians, weakening the empire's unity.
12. Scoring: 1 point for a defensible thesis, 1 for a similarity, 1 for a difference, 1 for explained evidence. Model: Similarity: both overthrew long-standing authority (Diaz, the Qing) in a context of weak government and foreign economic domination. Difference: the Mexican upheaval centered on land and class, ending in the Constitution of 1917, while China's revolution ended a dynasty and produced a republic that dissolved into warlordism, with revolution continuing for decades.

7.2 World War I**SET A · CHECK YOUR UNDERSTANDING**

1. Machine guns and quick-firing artillery made frontal assaults deadly, so offensives killed huge numbers for little gain. Poison gas (Ypres, 1915) caused suffering and injury, and submarines and aircraft extended fighting to civilians and shipping. These innovations favored defense and prolonged the war.
2. They used propaganda posters and censorship to build nationalism and support. They also rationed food, drew women into war industries, and sold war bonds, shifting the whole economy to military production.
3. Military defeats, food shortages and collapse of Tsarist legitimacy brought down Nicholas II. After the Bolsheviks took power they signed the harsh Treaty of Brest-Litovsk with Germany to end the fighting and concentrate on the revolution and civil war.
4. Mandates were territories of the defeated powers assigned to Britain and France under League of Nations supervision. Arabs objected because they expected independence after revolting against the Ottomans, but instead found Britain and France in control, with Sykes-Picot and the Balfour Declaration adding to the sense of betrayal.
5. Article 231 and reparations reflected French and British wish to punish Germany and recover costs. Army limits and a demilitarized Rhineland reflected French desire for security, and the League of Nations reflected Wilson's goal of collective security.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Attacks on shipping and the telegram's offer to Mexico turned American opinion and led to war in April 1917. Russia's exit came from internal revolution.
7. A. Mobilization of whole societies defines total war. Colonies supplied troops and goods, and women filled jobs, so the other claims are false.
8. D. Wilson's Fourteen Points focused on idealistic principles; Clemenceau, whose country was invaded twice, wanted German weakness. The reconciliation claim reverses their roles.
9. B. The Ottoman government organized deportations and killings of Armenians under cover of war. It was not accidental or a successful rebellion.
10. E. Many Germans blamed the treaty for national humiliation and economic hardship, and extremists exploited that resentment. Germany was initially excluded from the League and lost colonies.

SET C · APPLY AND EXTEND

11. Scoring: 1 point per accurate way with explanation (2 max), 1 for use of specific evidence. Model: Governments took control of industry and labor through conscription, rationing and wartime production boards, so the state directed the economy for the first time on that scale. Governments also used propaganda and censorship to shape opinion and brought women into factories, which expanded the state's role in daily life and in later demands for suffrage.
12. Scoring: 1 thesis, 1 context, 2 for evidence (e.g., Versailles terms, new states, mandates, League without the U.S.), 1 for analysis of causation. Model: The settlement redrew Europe by self-determination and created a League, but it left Germany humiliated and unwilling to accept reparations and army limits, and the absence of the U.S. and USSR weakened enforcement. In the Middle East, mandates ignored Arab promises and sowed conflicts. So the order was fragile, a point confirmed by the rise of dictators and war again by 1939.

7.3 Interwar Period and the Great Depression

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SET A · CHECK YOUR UNDERSTANDING

1. American loans to Germany had supported reparations and war-debt payments, so their withdrawal disrupted European finance. Falling demand, bank failures and high tariffs shrank world trade, which hurt commodity exporters in Latin America and Asia.
2. The plans set production quotas for heavy industry and collectivized agriculture under state control. They created rapid industrialization, but forced collectivization and requisitioning caused the famine of 1932-33, especially in Ukraine, and repression filled labor camps.
3. Governments used tariffs and state support to build domestic factories that produced goods formerly imported, reducing dependence on export markets that collapsed in the Depression. Brazil and Mexico, with strong popular governments, are examples.
4. In 1930 Gandhi led a march to the sea to make salt in defiance of the British monopoly. It showed nonviolent mass civil disobedience that mobilized ordinary Indians against colonial law and drew international attention.
5. Atatürk built a secular nation-state out of the former Ottoman core, dropping Islamic institutions and adopting Western law and alphabet. Chiang sought to unify a fragmented China under Nationalist rule by defeating warlords and the Communists, but he faced Japanese invasion and civil war.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. High U.S. tariffs provoked retaliation and shrank global trade, deepening the Depression. It predates the New Deal.
7. B. Corporatism kept private firms but subordinated them to the state. Full abolition of property was the communist model.
8. A. Economic desperation and resentment let the Nazis grow. Reparations were reduced only later, and no victory occurred.
9. D. The Long March preserved and strengthened the Communists among peasants and the Salt March mobilized Indians. Neither immediately ended foreign rule or was inconsequential.
10. C. Mexico expropriated foreign oil companies to assert economic sovereignty, in line with the Constitution of 1917. It was not about fascism or free trade.

SET C · APPLY AND EXTEND

11. Scoring: 1 per accurate similarity (2), 1 difference, with evidence. Model: Similarities: both had single-party rule built around a leader cult and used secret police, censorship and propaganda to control daily life; both used rearmament and state-directed economies. Difference: the USSR rested on communist ideology with state ownership and class struggle, while Nazi Germany rested on racial nationalism and left private ownership under state direction.
12. Scoring: 1 thesis, 2 for specific evidence from two countries, 1 for analysis of effectiveness, 1 for nuance. Model: The New Deal improved confidence and relief but full recovery waited for wartime production; Germany cut unemployment through rearmament and public works, but at the cost of dictatorship and preparation for war; Latin American ISI built industry and reduced dependence on exports, though it left problems of inequality. Effectiveness depended on what is measured: employment, growth or liberty.

7.4 World War II**SET A · CHECK YOUR UNDERSTANDING**

1. Appeasement was the policy of making concessions to an aggressor to avoid war. The best example is the Munich Agreement of 1938, where Britain and France accepted German annexation of the Sudetenland.
2. Stalingrad ended German advance in the Soviet Union and started the Soviet push west. Midway destroyed key Japanese carriers, shifting the Pacific initiative to the United States.
3. The Nazis first excluded Jews through laws like the Nuremberg Laws and violence such as Kristallnacht, then confined them in ghettos. After 1941 mobile killing units and then death camps carried out the 'Final Solution', murdering about six million Jews.
4. Millions of women entered war industries, and Black workers found defense jobs and fought in segregated units, which raised expectations of equality. Japanese Americans were forcibly interned, showing that wartime fear could override civil liberties.
5. Germany was divided into occupation zones and Eastern Europe fell under Soviet influence, setting up the Cold War. The United Nations was created to prevent future wars.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Germany's invasion of Poland on 1 September 1939 triggered the declarations of war. The Austrian annexation had been accepted in 1938.
7. C. Strategic bombing and atomic weapons killed huge numbers of civilians. Trench stalemate was characteristic of World War I.
8. E. Hitler wanted to attack Poland without Soviet intervention and Stalin wanted time and territory. The two ideologies were deeply hostile; Germany attacked the USSR in 1941.
9. A. The two nations with the greatest industrial and military power came out on top. Britain and France were weakened and colonial empires started to unravel.
10. D. Propaganda about the Co-Prosperity Sphere contrasted with forced labor and massacres under occupation. The other choices are earlier or irrelevant.

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SET C · APPLY AND EXTEND

11. Scoring: 1 point each for two accurate causes explained (e.g., Versailles resentment, Depression, fascist aggression and appeasement), 1 point for a connection. Model: The Depression brought Hitler to power by discrediting democracy, and he promised to reverse the Versailles settlement; Western appeasement then allowed him to rearm and annex territory. The connection: economic crisis produced the aggressive regime, and the peace settlement provided its main grievance.
12. Scoring: 1 thesis, 1 similarity, 1 difference, 1 evidence for each. Model: Similarity: both used propaganda, rationing, conscription and military production, and both bombed civilians. Difference: Hitler's regime was totalitarian, eliminating opposition, using forced labor and persecuting minorities, while Churchill led a coalition within parliamentary democracy and kept elections and press freedom (with limits). Evidence: Nazi slave labor and the Gestapo contrasted with British Home Guard volunteers and the Blitz spirit.

7.5 Mass Atrocities and Causation of Global Conflict**SET A · CHECK YOUR UNDERSTANDING**

1. Raphael Lemkin created the word in 1944 to name the destruction of national, racial or religious groups. After the Holocaust, the 1948 UN Genocide Convention made it an international crime.
2. It arrested Armenian leaders, drafted men into labor battalions, and deported families on forced marches into the Syrian desert. Many died of massacre, starvation and exhaustion, with around one million or more killed.
3. Japanese troops captured the Chinese capital and killed many civilians and prisoners and committed mass rapes. It was a wartime massacre during invasion, while the Holocaust was a systematic state program to eliminate European Jews.
4. Colonial rule had hardened Hutu and Tutsi identities and the civil war heightened fear. Extremist leaders also used radio propaganda and militias after the presidential plane was shot down in April 1994 to organize killings.
5. States became larger and more involved in economies and daily life, and women gained greater economic and political roles. The wars also weakened European empires, helping decolonization, and led to new international institutions.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Most cases involved leaders using wartime or revolutionary crisis to dehumanize and attack groups. International intervention was slow or absent.
7. A. Pol Pot's regime emptied cities and forced labor, killing millions. Aryan supremacy refers to Nazi Germany.
8. B. The Armenian genocide happened in World War I and the Holocaust in World War II. Rwanda and Cambodia were in later civil conflicts.
9. C. Revelations about Nazi crimes led to Nuremberg and the 1948 Convention. Versailles dealt with war guilt, not genocide.
10. E. Bombing of cities, occupation violence and genocide targeted civilians directly. The other options do not explain higher civilian deaths.

SET C · APPLY AND EXTEND

11. Scoring: 1 point for a similarity, 1 for a difference, 1 for specific evidence about each, 1 for explanation. Model: The Armenian genocide and the Rwandan genocide both grew from ethnic nationalism and wartime fear, and used propaganda and state or militia organization. They differed in that the Ottoman killings were directed by an imperial government in a world war, while Rwanda followed a civil war and a postcolonial dispute among groups defined under European rule.
12. Scoring: 1 thesis, 1 context, 2 evidence, 1 analysis of change and continuity. Model: Change: states mobilized whole societies, built large bureaucracies, used mass propaganda and technology, and the United States and Soviet Union overtook the European powers. Continuity: European states and Japan kept colonial holdings between the wars and fought partly for imperial gains; nationalism and competition for resources drove both conflicts. Overall, change outweighs continuity, especially after 1945 when decolonization began.

7.6 Multiple-Choice Practice: Global Conflict (c. 1900 to Present)**SET A · CORE CONCEPTS**

1. A. The Young Turk revolt of 1908 and the Balkan Wars of 1912-13 show the Ottoman Empire's internal reform struggles and external territorial losses. The Meiji Restoration strengthened Japan rather than weakening an empire.
2. B. Roosevelt mediated an end to the war between Russia and Japan. The Sino-Japanese War ended in 1895 with the Treaty of Shimonoseki.
3. C. Defensive technology made frontal assaults extremely costly. Tanks appeared in 1916 and were too few to break the stalemate at first.
4. D. Wilson's Fourteen Points emphasized self-determination and collective security. Punishing Germany was more characteristic of France.
5. E. The plans set state quotas, prioritizing heavy industry and collectivized farms. Consumer goods were neglected, so the claim of promoting them is wrong.
6. A. Britain and France accepted German annexation of the Sudetenland in 1938 hoping to preserve peace. US neutrality laws were separate isolationism.
7. B. The Holocaust and Lemkin's advocacy led the UN to define the crime in 1948. Rwanda and Cambodia occurred later.

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SET B · APPLICATIONS AND DATA

8. C. Bombing of cities and mobilized workers describe total war. Trench stalemate is associated with World War I.
10. E. Cardenas's oil expropriation expressed economic nationalism and reduced dependence on foreign firms. The New Deal was a U.S. program.
12. B. Gandhi led Indian civil disobedience; Ataturk won a war of independence and imposed secular reforms. Ataturk used military force, not nonviolence.
14. D. Colonial subjects who fought and worked for empires expected rewards and gained new ideas, fueling nationalism. Imperial controls faced greater resistance.
9. D. High unemployment in three major economies shows global reach. Fascist regimes had not yet reduced unemployment in 1932, since Hitler took power in 1933.
11. A. Nazi propaganda exploited the treaty's grievances. Occupation of the Ruhr also reflects tension, but the Hitler evidence shows the direct link to later aggression.
13. C. The Armenian genocide occurred in World War I and the Holocaust in World War II, both organized by states. Neither was led by communists.

SET C · EXAM-LEVEL STRETCH

15. E. The Nazi state reduced unemployment through public works and rearmament, preparing for war. Versailles limited the army to 100,000.
16. A. Italian corporatism retained private firms under state control, while Soviet planning eliminated private ownership. Five Year Plans were Soviet.
17. B. Soviet entry, firebombing and the blockade also pressured Japan, so historians debate the bombs' role. Japan did not surrender until mid-August.
18. C. Mandates extended European control over new territories, showing that empires survived and expanded. India became independent only in 1947.
19. D. Imperial and arms competition show that economic and strategic factors also mattered. The other choices all support the nationalist argument.
20. E. Rwanda involved militias and civilians incited by radio, in the context of a civil war and a postcolonial state; the Armenian killings were directed by Ottoman authorities during World War I.

7.7 Free-Response Practice: Global Conflict (c. 1900 to Present)**QUESTION 1 · SAQ: SECONDARY SOURCE ON WORLD WAR I**

1. 1 point: The author claims the war resulted from alliance commitments, imperial rivalries and mobilization plans that left little room for diplomacy after the Balkan crisis.
2. 1 point: Support, for example the Triple Alliance and Triple Entente, which pulled Germany and Russia into the Austro-Serbian conflict after Sarajevo; or the Schlieffen Plan and Russian mobilization, which made delay look dangerous. The answer must explain how it supports the claim.
3. 1 point: Limitation, for example Serbian and Balkan nationalism, which the author downplays and which created the crisis; or the role of ideas like national honor and militarism in public opinion. The answer must explain how it challenges the argument.

QUESTION 2 · SAQ: ECONOMIC CRISIS AND GOVERNMENT RESPONSE

4. 1 point: Acceptable answers include the New Deal (public works, bank regulation, Social Security), Soviet Five Year Plans, Nazi rearmament and public works, or Latin American import substitution and nationalization.
5. 1 point: For example, both the United States and Germany used public works to reduce unemployment, expanding the state's role. The similarity must be explained, not just named.
6. 1 point: For example, the United States kept private enterprise and elections, while the Soviet Union ended private ownership and used coercion in collectivization. A difference must be tied to evidence.

QUESTION 3 · DOCUMENT-BASED QUESTION: RESPONSES TO WAR

7. 1 point thesis, plus 1 point for contextualization: Model: 'Mobilization for both wars greatly expanded state control over economies, labor and information, but World War II extended this further, using propaganda and sometimes coercion over civilians.' Context: industrialization and mass armies.
8. 2 points for evidence (use 3 documents to support the argument; 3 documents earn 1 point, 4 earn 2 with the thesis supported), and 1 point for sourcing, for example Document 4 is Stalin's appeal to nationalism, intended to rally Soviet citizens after Operation Barbarossa, so its purpose is mobilization and it is not neutral evidence; Document 3 reflects wartime fear of the home front and a government abridging civil liberties.
9. 1 point for outside evidence, for example rationing and war bonds in World War I, the Defense of the Realm Act, Nazi forced labor, or the Women's Land Army. Complexity (1 point) could address continuity: states used propaganda in both wars, but democracies kept elections while totalitarian states used terror.

QUESTION 4 · LEQ: CAUSATION

10. 1 point: Prompt A model: 'The Treaty of Versailles was an important but not sole cause of World War II; the Great Depression and appeasement turned German grievance into war.' Prompt B model: 'The world wars shifted power to the United States and Soviet Union and fueled nationalism in colonies, so European dominance largely ended, though some imperial structures persisted into the 1950s.'
11. 1 point for context. A: the Paris settlement, reparations, war guilt, territorial losses, Allied sentiments. B: European imperial peak in 1900, colonial troops, empires' alliances before 1914.
12. 2 points for evidence (at least two specific examples such as reparations and the Ruhr crisis, Hitler's appeals, the Depression, appeasement for A; or the 1945 British and French weakness, superpowers, India and Indonesia independence for B), plus 1 point for a complex argument by modifying the thesis with counterevidence, such as the role of fascist ideology in A or continuing European rule in Africa in B.

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Unit 8: Cold War and Decolonization (c. 1900 to Present).

7 sections with explanations and worked examples, then 94 practice problems. Answers and full explanations are at the end of the chapter.

8.1 The Cold War: Origins and Ideology

Learn why the United States and Soviet Union became rivals, how containment and alliances worked, and why many states chose non-alignment.

The Second World War ended in 1945 with a new map of power. Germany and Japan were defeated, Britain and France were exhausted, and two states stood far above the rest. The **United States** emerged with the strongest economy and the only atomic bombs. The **Soviet Union** had the largest army in Europe and had lost roughly twenty-seven million people, which left its leaders determined never to be invaded from the west again. These two **superpowers** shared one enemy, but almost nothing else, and the alliance fell apart within two years.

Cold War

The **Cold War** (c. 1945–1991) was a global struggle for influence between the capitalist, democratic United States and the communist, one-party Soviet Union.

It was 'cold' because the superpowers never fought each other directly. They competed through alliances, arms races, propaganda, economic aid, and wars fought by other states.

Ideology drove the rivalry. The United States promoted capitalism, private property, and elected governments. The Soviet Union promoted communism: a single ruling party, state ownership, and a planned economy in which the government, not the market, set production. Each side believed its system should be a model for the world, and each feared the other would spread it.

Origins in Europe. At the Yalta and Potsdam conferences in 1945, the Allies agreed to divide Germany into occupation zones and promised free elections in liberated Eastern Europe. Stalin instead backed communist parties in Poland, Hungary, Romania, Bulgaria, and Czechoslovakia, creating a **Soviet bloc** of satellite states. Winston Churchill described an 'iron curtain' dividing the continent. Western leaders read this as unfulfilled agreements and communist expansion; Soviet leaders read Western actions as encirclement and hostility.

The American response was **containment**, a strategy proposed by diplomat George Kennan: do not roll back communism where it already ruled, but stop it from spreading. Containment shaped policy for forty years.

- 1 Truman Doctrine (1947)** President Harry Truman pledged American aid to governments resisting communist pressure, first in Greece, where a civil war raged, and Turkey.
- 2 Marshall Plan (1948)** The United States sent about thirteen billion dollars in grants and loans to rebuild Western European economies. The theory was that prosperous societies would not turn to communism. The Soviet Union refused the aid and forbade its satellites to take it.
- 3 Berlin Blockade (1948–1949)** When the Western zones of Germany merged and introduced a new currency, Stalin cut land access to West Berlin. The Western powers supplied the city by airlift for almost a year, and Stalin gave up. Germany split into West Germany and communist East Germany in 1949.
- 4 NATO (1949)** The North Atlantic Treaty Organization bound the United States, Canada, and Western European states to treat an attack on one as an attack on all. The Soviet bloc answered with Comecon (1949), an economic association, and the **Warsaw Pact** (1955), a military alliance of the USSR and its Eastern European satellites.

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Life inside each bloc. Within the Soviet bloc, Moscow decided foreign policy and expected loyalty. When Hungary tried to leave the Warsaw Pact in 1956, Soviet tanks crushed the revolt, and in 1968 Warsaw Pact forces ended Czechoslovakia's reform experiment. Dissent was repressed by secret police, and consumer goods were scarce. Within the Western bloc, allies argued more openly; France, for example, built its own nuclear force and left NATO's military command in 1966. Still, the United States also backed authoritarian rulers in places such as Iran and Guatemala when they seemed useful against communism, so ideology did not always match practice. Students should remember that both superpowers sometimes put strategy ahead of their stated principles.

Feature	Western bloc	Soviet bloc
Leader	United States	Soviet Union
Economic model	Market capitalism	State-planned, command economy
Politics	Elected governments (with exceptions)	One-party communist rule
Military alliance	NATO (1949)	Warsaw Pact (1955)
Economic tool	Marshall Plan aid	Comecon, Soviet subsidies and trade

Nuclear arms race. The Soviet Union tested its first atomic bomb in 1949, years earlier than American planners expected. Both sides then built hydrogen bombs (1952-1953) and long-range missiles. After the Soviet satellite Sputnik in 1957, the competition spread into space and science education. By the 1960s each side could destroy the other, a standoff called **mutually assured destruction**. This produced nuclear proliferation: Britain, France, and China also built bombs, and treaties later tried to limit the spread.

The Korean War (1950-1953). Korea was divided at the 38th parallel after Japan's defeat, with a Soviet-backed communist North and an American-backed South. In 1950 North Korea invaded the South. A United Nations force led by the United States pushed the North back, then Chinese troops entered and drove it south again. The war ended in an armistice near the original line and left a heavily armed border that still exists. It showed that containment would be applied in Asia and that the Cold War could become a hot war by proxy, meaning a conflict in which great powers support opposing local sides rather than fighting directly.

Proxy war

A conflict in which the superpowers back opposing local forces with money, weapons, advisers, or troops, without a direct war between themselves.

Examples: Korea, Vietnam, Angola, Nicaragua, Afghanistan.

The Non-Aligned Movement. Many newly independent states refused to join either camp. At the 1955 Bandung Conference in Indonesia, leaders from Asia and Africa, including Sukarno of Indonesia, Nehru of India, and Nasser of Egypt, condemned colonialism and called for independence from superpower pressure. The movement formally organized at Belgrade in 1961 under Tito of Yugoslavia, with Nkrumah of Ghana as an important voice. Non-alignment did not mean neutrality about everything; these states often accepted aid from both sides while pursuing their own development.

EXAMPLE 1: ANALYZING A SOURCE

A 1947 statement by a Soviet official argues that American aid to Europe is an attempt to 'enslave' smaller nations and to build a bloc hostile to the USSR. Explain how the speaker's point of view and historical situation shape this claim.

SOLUTION

Identify the speaker's position: a Soviet official defending a government that had just rejected Marshall Plan aid and wanted control over Eastern Europe.

Link to situation: the aid would have tied Eastern European economies to the West, weakening Soviet influence there.

Explain purpose: the statement frames the Soviet refusal as defending independence, aiming to justify forcing the satellites to refuse aid and to rally communist parties.

Note limits: the word 'enslave' is propaganda; it ignores that the Soviet Union itself dominated its neighbors, so the source shows Soviet fears and goals more than the actual effects of the plan.

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EXAMPLE 2: COMPARING U.S. AND SOVIET METHODS

Compare how the United States and the Soviet Union tried to keep influence in Europe in the late 1940s.

SOLUTION

Similarity: both used economic tools and built alliances to bind allied states (Marshall Plan and NATO; Comecon and the Warsaw Pact).

Difference in method: the United States offered aid to governments that remained nominally independent and elected, while the Soviet Union installed or backed communist parties and used military force and political control.

Difference in result: Western Europe recovered rapidly under the aid, while Eastern European economies were directed toward Soviet needs.

Conclusion statement: the two shared a strategy of alliance building, but the United States relied more on economic incentives and the Soviet Union more on coercion.

Common mistakes

Do not say the Cold War was a war between the United States and the Soviet Union; they never fought directly. Do not confuse the Truman Doctrine (political and military aid to Greece and Turkey) with the Marshall Plan (economic recovery aid to Western Europe). NATO is 1949 and the Warsaw Pact is 1955, so the Warsaw Pact was the response. Non-aligned does not mean pro-Soviet.

Practice**SET A Check Your Understanding**

Answer each question in two or three sentences.

1. Explain why the Soviet Union and the United States became rivals after World War II despite having been allies.
2. Define containment and name one policy that applied it.
3. How did the Marshall Plan and the Truman Doctrine differ in purpose and form?
4. Identify two ways the superpowers competed other than direct combat.
5. Why did the Non-Aligned Movement appeal to leaders such as Nehru and Sukarno?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development was a direct response to the creation of NATO?
(A) The Marshall Plan (B) The Truman Doctrine
(C) The formation of the Warsaw Pact (D) The Berlin airlift
(E) The partition of Korea
7. The Marshall Plan was based on the assumption that
(A) economic recovery would reduce the appeal of communism in Western Europe
(B) Germany should be permanently deindustrialized
(C) Soviet satellites would join NATO
(D) colonies in Asia should receive independence
(E) nuclear weapons should be shared with allies
8. Stimulus: 'The Korean War began as a civil war between two governments on one peninsula but quickly became an international conflict.'
Which fact best supports this claim?
(A) The war ended with a treaty uniting Korea
(B) The Soviet Union sent armies into Seoul
(C) Korea was never divided after 1945
(D) The United States left Asia in 1950
(E) A UN force led by the United States and Chinese troops fought on opposite sides

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9. Which statement best describes the Non-Aligned Movement?
- (A) An alliance of former colonies led by the Soviet Union
 - (B) A group of states refusing formal membership in either superpower bloc
 - (C) A European organization promoting free trade
 - (D) A military pact formed to defend Latin America
 - (E) An American program of aid to Asia
10. Which was a result of the nuclear arms race by the 1960s?
- (A) The end of proxy wars
 - (B) Mutually assured destruction, in which each side could destroy the other
 - (C) American monopoly over atomic weapons
 - (D) Soviet withdrawal from Eastern Europe
 - (E) Disarmament treaties eliminating all nuclear weapons

SET C Apply and Extend

Write a focused response with a clear claim and specific evidence.

11. Short answer: (a) Identify one way the Cold War differed from earlier great-power conflicts. (b) Explain one cause of the Cold War in Europe. (c) Explain one effect of the Cold War on a region outside Europe.
12. Compare NATO and the Warsaw Pact. Give one similarity and one difference, and explain why each alliance was formed.

8.2 Cold War Conflicts and Proxy Wars

Trace the major Cold War crises, the communist revolution in China and its costs, and the reasons the Soviet Union collapsed. After 1950 the Cold War moved from Europe to Asia, Africa, and Latin America, where struggles over independence and social change became tied to superpower rivalry. This lesson follows the main crises, the rise of communist China, and the reasons the Soviet system collapsed.

Communist China. China entered the twentieth century weak and divided. After the empire fell in 1911, the Nationalists (Guomindang) under Chiang Kai-shek and the Chinese Communist Party under **Mao Zedong** fought for control. They paused their civil war to resist Japanese invasion after 1937, but the war with Japan drained the Nationalists, who held the cities and were hurt by corruption and inflation. The communists built support in the countryside by redistributing land to peasants and fighting a disciplined guerrilla war. In 1949 Mao proclaimed the People's Republic of China, and Chiang's government fled to Taiwan. The Soviet Union recognized and aided the new state, and the United States viewed the outcome as a major Cold War defeat.

China under Mao

Great Leap Forward (1958–1962): Mao tried to industrialize rapidly by organizing peasants into huge communes and making steel in backyard furnaces. Poor planning, falsified harvest reports, and forced grain collection caused a famine that killed tens of millions.

Cultural Revolution (1966–1976): Mao mobilized young Red Guards to attack 'bourgeois' ideas and rivals inside the party. Teachers, officials, and intellectuals were humiliated, imprisoned, or killed; schools closed; traditional culture was destroyed.

Both campaigns show a state using repressive policies to control the economy and society, with devastating results for the population. Mao's China also split from the Soviet Union in the early 1960s over leadership of world communism, a reminder that communism was not one unified bloc.

Berlin and the Cuban Missile Crisis. Berlin lay deep inside East Germany. Because thousands of East Germans fled to the West through the city, East Germany built the **Berlin Wall** in 1961, which became the main symbol of the division of Europe. The most dangerous moment came in October 1962. After the United States had tried to overthrow Cuba's revolutionary government in 1961 (the Bay of Pigs invasion) and had placed missiles in Turkey, Cuba's leader Fidel Castro accepted Soviet nuclear missiles. President John F. Kennedy ordered a naval quarantine of Cuba. After a tense thirteen days, Soviet leader Nikita Khrushchev agreed to remove the missiles, and the United States privately agreed to remove its missiles from Turkey and not to invade Cuba. Afterward the two sides set up a direct communications link and signed arms-limitation agreements, including the 1963 ban on atmospheric nuclear testing.

Vietnam. Vietnamese nationalists under the communist **Ho Chi Minh** fought French colonial rule and defeated France at Dien Bien Phu in 1954. A peace conference divided the country at the 17th parallel, with a communist North and an American-supported South. Convinced that if one state fell to communism its neighbors would follow (the domino theory), the United States sent growing numbers of advisers and then combat troops after 1965. Despite enormous firepower, it could not defeat guerrillas who had local support and aid from the Soviet Union and China. Domestic protest and rising costs led to American withdrawal in 1973, and North Vietnam took Saigon in 1975, uniting the country under communist rule. The conflict was both a war of decolonization and a proxy war.

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Conflict	Dates	Superpower involvement	Outcome
Korea	1950-1953	US and UN vs. North Korea backed by China and USSR	Armistice; Korea stays divided
Cuban Missile Crisis	1962	US vs. USSR and Cuba	Missiles removed; hotline and test ban
Vietnam	1946-1975	France then US vs. communist North	Communist victory and unification
Afghanistan	1979-1989	USSR vs. rebels aided by US	Soviet withdrawal
Angola	1975-2002	USSR and Cuba vs. US and South Africa backing rival factions	Prolonged civil war

Proxy wars beyond Asia. The superpowers also intervened in Africa and Latin America. In Angola, which gained independence from Portugal in 1975, rival nationalist movements fought a civil war; the Soviet Union and Cuban troops backed one side while the United States and South Africa aided others. In Nicaragua, the United States funded the Contra rebels against the left-wing Sandinista government in the 1980s. In Guatemala (1954) and Chile (1973), the United States supported or welcomed the overthrow of governments it considered too leftist. Local conflicts over land, ethnicity, and power were thus intensified by foreign weapons, which made them longer and deadlier. The superpowers rarely planned these wars from scratch; they joined struggles that already existed and gave them a Cold War meaning.

Afghanistan and the end of the Cold War. In 1979 the Soviet Union sent troops to support a communist government in Afghanistan. Muslim fighters called the mujahideen resisted and received weapons from the United States and its allies. The war became a costly quagmire for the Soviets, who withdrew in 1989.

By then the Soviet economy was stagnant. Central planning produced shortages and poor technology, and military spending consumed a huge share of resources. In the 1980s the United States under Ronald Reagan raised defense spending and pursued new weapons programs, which the Soviets could not match. Mikhail Gorbachev, who came to power in 1985, tried to rescue the system with **glasnost** (openness, allowing criticism) and **perestroika** (restructuring the economy). Instead, openness revealed the system's failures and encouraged nationalism and protest. Gorbachev also refused to use force to keep Eastern Europe in line. In 1989 communist governments fell across the region, and the Berlin Wall was opened in November. In 1991 the Soviet republics declared independence, and the USSR dissolved in December, leaving Russia and fourteen other states. The United States was left as the sole superpower.

Why the Soviet Union collapsed

Command economy stagnation and shortages; heavy military spending.

The failed war in Afghanistan (1979-1989).

US military and technological pressure in the 1980s.

Gorbachev's glasnost and perestroika, public discontent, and nationalist movements in 1989-1991.

EXAMPLE 1: CAUSATION

Evaluate the extent to which the war in Afghanistan caused the end of the Cold War.

SOLUTION

Claim: Afghanistan was an important contributing cause, but not the only one.

Evidence for: the war cost lives and money, hurt Soviet morale, and showed the army's limits, so it weakened support for the regime.

Evidence against or qualifying: economic stagnation under central planning, an arms race the USSR could not afford, Gorbachev's reforms, and public protest in Eastern Europe all mattered at least as much.

Judgment: Afghanistan sped up a decline already produced by internal economic weakness, so it was one of several causes.

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EXAMPLE 2: COMPARING CRISES

Explain one similarity and one difference between the Korean War and the Vietnam War.

SOLUTION

Similarity: in both, a divided country became a battlefield where a communist north, backed by the USSR and China, fought a south backed by the United States.

Difference: Korea ended in a stalemate with the border roughly restored, while in Vietnam the communist side won and unified the country.

Reason for the difference: in Vietnam the communists were also a nationalist anticolonial movement with strong support in the South, and guerrilla tactics wore down American will.

Exam tip

When asked about the end of the Cold War, use the formula 'external pressure plus internal weakness': US military and technological advances, the Afghan quagmire, command-economy failure, and public discontent. Also remember that the Great Leap Forward and Cultural Revolution came from Mao's own policies, not from outside intervention, and that the Sino-Soviet split shows communism was not monolithic.

Practice**SET A Check Your Understanding**

Answer each question in two or three sentences.

1. Explain why the Chinese Communist Party defeated the Nationalists by 1949.
2. Describe the Great Leap Forward and one result.
3. How was the Cuban Missile Crisis resolved?
4. Why is the Vietnam War considered both a proxy war and a war of decolonization?
5. What were glasnost and perestroika, and how did they affect the Soviet Union?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event most directly contributed to the construction of the Berlin Wall in 1961?
(A) The flight of East Germans to the West through Berlin
(B) The Marshall Plan
(C) The Cuban Missile Crisis
(D) Soviet withdrawal from Afghanistan
(E) The Cultural Revolution
7. Stimulus: In 1958 Mao Zedong urged villagers to produce steel in small local furnaces. This policy was part of the
(A) Cultural Revolution (B) Long March (C) Marshall Plan
(D) Great Leap Forward (E) Bandung Conference
8. Which factor does NOT help explain the collapse of the Soviet Union?
(A) A stagnant command economy
(B) Costly military spending and the war in Afghanistan
(C) The success of the Marshall Plan in Eastern Europe
(D) Nationalist movements in the republics
(E) Gorbachev's reforms of openness

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9. The United States escalated its involvement in Vietnam in the 1960s mainly because it
- (A) wanted to restore French colonial rule
 - (B) had been attacked by China
 - (C) sought to annex the South
 - (D) was obligated by the Warsaw Pact
 - (E) feared communism would spread across Southeast Asia
10. Compared with the Korean War, the Vietnam War ended with
- (A) a divided country remaining divided
 - (B) a communist victory and national unification
 - (C) a UN peacekeeping settlement
 - (D) full American victory
 - (E) Chinese occupation of the South

SET C Apply and Extend

Write a focused response with a clear claim and specific evidence.

11. Short answer: (a) Identify one cause of the communist victory in China in 1949. (b) Explain one way Mao's government tried to control the economy. (c) Explain one negative effect of that policy on the population.
12. Explain how TWO of the following contributed to the end of the Cold War: the war in Afghanistan, economic weakness in communist states, US military and technological advances, public discontent.

8.3 Decolonization and Independence Movements

Learn why empires dissolved after 1945, how India, Ghana, Algeria, Kenya, Vietnam, and Indonesia gained independence, and what neocolonialism means.

Between 1945 and the 1970s, empires that had dominated much of Asia and Africa for a century or more collapsed, and dozens of new states appeared. **Decolonization** is the process by which colonies gained independence. Nationalist movements had begun earlier, but World War II made independence both more demanded and harder to deny.

Causes of decolonization

Weakened empires: Britain and France were drained by two world wars and could not afford to hold colonies by force.

Nationalism and mass politics: educated leaders, parties, and urban and rural people built organized movements.

Wartime lessons: colonial soldiers fought for freedom abroad; Japan's early victories in Asia broke the image of European invincibility.

Ideals and pressure: the Atlantic Charter and UN Charter endorsed self-determination, and both the United States and Soviet Union opposed old-style empire.

After World War I, hopes for self-government had largely gone unfulfilled, and the peace settlement had simply moved German and Ottoman territories to new European control as mandates. After World War II, anti-imperial feeling was far stronger, and the empires dissolved over roughly three decades. Nationalists differed in their aims: some wanted more autonomy inside the empire, others full independence, and some regional, religious, or ethnic movements wanted separate states.

Negotiated independence. In several cases independence came by negotiation, and the path of the leader depended on the colonial power's willingness to talk. In India the Indian National Congress, led by **Mohandas Gandhi** and Jawaharlal Nehru, pressed for self-rule through boycotts, civil disobedience, and mass nonviolent campaigns such as the Salt March of 1930. Gandhi's method, called *satyagraha*, used moral pressure and willingness to suffer rather than violence. A rival party, the Muslim League under Muhammad Ali Jinnah, feared a Hindu-majority state and demanded a separate homeland. Britain, weakened by the war, left in 1947 and divided the subcontinent into India and Pakistan (with East Pakistan, later Bangladesh). **Partition** triggered communal violence and one of the largest migrations in history, with perhaps ten to fifteen million people crossing the new borders and hundreds of thousands killed.

In the Gold Coast, **Kwame Nkrumah** organized strikes, boycotts, and a mass party. The colony became independent as Ghana in 1957, the first sub-Saharan African colony to achieve independence from Europe, and Nkrumah promoted **Pan-Africanism**, the idea that African peoples should cooperate and unite politically. Britain and France gave independence to most of their West and East African colonies by 1960-1965.

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Independence through armed struggle. Where colonial powers resisted or large settler populations lived, movements turned to war. In Vietnam, Ho Chi Minh's forces defeated France in 1954. In **Algeria**, the National Liberation Front began an uprising in 1954 against France, which considered Algeria part of France and had about a million European settlers there. The war was brutal, with torture, bombings, and perhaps hundreds of thousands of Algerian deaths. It brought down France's Fourth Republic, and Algeria won independence in 1962. In **Kenya**, the Mau Mau uprising (1952–1960), drawn largely from the Kikuyu, fought British settler control of land. Britain suppressed it harshly, detaining huge numbers, but independence followed in 1963 under Jomo Kenyatta. In **Indonesia**, nationalists under Sukarno declared independence in 1945 and fought Dutch efforts to return until recognition in 1949. Portugal held its African colonies the longest; Angola and Mozambique became independent in 1975 only after long wars and a revolution in Portugal.

Colony	Colonizer	Leader or party	Method	Independence
India	Britain	Gandhi, Nehru, Congress	Mass nonviolence and negotiation	1947 (with partition)
Ghana	Britain	Nkrumah	Strikes, politics, negotiation	1957
Vietnam	France	Ho Chi Minh	Armed struggle	1954 (north); 1975 unified
Indonesia	Netherlands	Sukarno	Declaration, war, diplomacy	1949
Algeria	France	National Liberation Front	Armed revolt	1962
Kenya	Britain	Mau Mau, Kenyatta	Armed revolt, negotiation	1963

Paths to independence

Negotiated: India (1947), Ghana (1957), most of French West Africa (about 1960).

Armed struggle: Vietnam, Algeria (1962), Kenya (Mau Mau), Angola, Indonesia.

EXAMPLE 1: COMPARING PATHS

Compare the independence of Ghana with that of Algeria.

SOLUTION

Similarity: in both, nationalist leaders and organizations challenged the colonial power's legitimacy and ended European rule in the generation after World War II.

Difference in method: Ghana's party pursued strikes, elections, and negotiation with Britain, while Algeria's National Liberation Front waged a long war.

Explain the difference: Britain did not have a large settler community or a legal claim that Ghana was part of Britain, while France treated Algeria as part of France and settlers resisted independence.

Result: Ghana became independent peacefully in 1957 after a short transition; Algeria's independence in 1962 cost many lives and caused the exile of most settlers.

Egypt and the Middle East. Egypt was formally independent from 1922 but Britain kept troops and control of the Suez Canal. In 1952 army officers overthrew the monarchy, and Gamal Abdel Nasser became president. When he nationalized the canal in 1956, Britain, France, and Israel attacked Egypt, but pressure from both the United States and the Soviet Union forced them to withdraw. The Suez Crisis showed that Britain and France were no longer able to act as great powers on their own, and it made Nasser a hero across the Arab world. France gave up its other holdings in a series of steps: its West African colonies voted for or accepted independence around 1960, often with continuing French economic ties.

Nationalism as the common thread. Across these cases, **nationalism** meant a shared claim to a political community defined against foreign rule. Leaders borrowed European ideas such as self-determination, constitutions, and even Marxism, and turned them against the empires. Many were educated in the colonizers' schools and universities, which created a class able to organize parties and newspapers. Their appeals combined modern political language with religion, language, and local tradition, so nationalism could unite people against foreign rule even when they disagreed about what the new state should look like.

Neocolonialism. Political independence did not always end foreign influence. **Neocolonialism** means that former colonial powers or other wealthy states keep economic or political control by indirect means. Many new states depended on exporting a few raw materials, such as cocoa, copper, or oil, whose prices were set abroad, and foreign companies often kept ownership of mines and plantations. Former rulers also maintained influence through aid, trade ties, military bases, and the French currency system in parts of Africa. Critics such as Nkrumah argued that real freedom required economic independence as well. Colonial borders also ignored ethnic and religious groups, a problem the next lesson examines. Finally, the movement of people from former colonies, such as South Asians to Britain and Algerians to France, kept cultural and economic ties alive.

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EXAMPLE 2: SOURCE ANALYSIS

A 1950s African nationalist leader writes that political independence 'must be followed by economic liberation.' Explain how his historical situation might shape this claim.

SOLUTION

Situation: he is writing as a leader of a new or soon-to-be independent state whose economy was built around colonial exports.

Link: he sees that foreign firms and former rulers still control key resources, so formal freedom might be hollow.

Purpose: he is arguing for state-led development and African unity, and may be encouraging his people to accept hardships.

Limit: as a politician, he may exaggerate outside blame and understate his own government's mistakes.

Common mistakes

Do not claim that all decolonization was violent or all peaceful; the exam wants you to compare methods. Do not treat India as only a Gandhi story: the Muslim League, British exhaustion, and Partition are equally part of it. Ghana was the first sub-Saharan colony independent (1957), not the first colony anywhere. Neocolonialism describes economic and political influence after independence, not new conquest.

Practice**SET A Check Your Understanding**

Answer each question in two or three sentences.

1. Name three causes of decolonization after 1945.
2. Explain Gandhi's method of resistance and why it was effective against Britain.
3. What was Partition, and what were two of its effects?
4. Why did Algeria's path to independence differ from Ghana's?
5. Define neocolonialism and give one example of how it worked.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which leader is most closely associated with the independence of Ghana?
(A) Jomo Kenyatta (B) Gamal Abdel Nasser (C) Kwame Nkrumah
(D) Ho Chi Minh (E) Sukarno
7. Which factor most helps explain why colonies in Asia and Africa gained independence after World War II?
(A) The League of Nations enforced independence
(B) The Marshall Plan funded new governments
(C) Japan reconquered the colonies
(D) The Berlin Wall fell
(E) The weakening of European powers and growth of mass nationalism
8. Stimulus: 'We will not be satisfied with anything less than self-rule, and we will win it without raising a hand in violence.'
The speaker's approach most closely resembles that of
(A) Mohandas Gandhi (B) The National Liberation Front in Algeria
(C) The Mau Mau in Kenya (D) The Viet Minh
(E) Portuguese colonial officials
9. The Algerian war of independence was prolonged mainly because
(A) the Soviet Union occupied the country
(B) the Muslim League demanded partition
(C) Algeria had no nationalist movement
(D) France considered Algeria part of France and had many settlers there
(E) Britain refused to recognize the revolution

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10. Pan-Africanism, as promoted by Nkrumah, aimed to
- (A) restore precolonial kingdoms
 - (B) unite African peoples and states in cooperation against colonialism
 - (C) join NATO
 - (D) end all trade with Europe
 - (E) create a single African empire under one ruler

SET C Apply and Extend

Write a focused response with a clear claim and specific evidence.

11. Short answer: (a) Identify one way nationalists pursued independence nonviolently. (b) Identify one way nationalists pursued independence through armed struggle. (c) Explain one reason the methods differed between two regions.
12. Evaluate the extent to which political independence ended the influence of former colonial powers in the colonies.

8.4 Newly Independent States and Postcolonial Challenges

See how redrawn borders, economic strategies, and authoritarian rule shaped Israel, South Africa, Cuba, and other new or changing states.

Independence was a beginning, not an ending. New governments had to hold together peoples who had been joined by colonial borders, build administrations and armies, and develop economies that colonial rule had shaped for the benefit of the empire. This lesson looks at the states created by the redrawing of boundaries, at the economic choices leaders made, and at conflict inside and between new states.

Redrawn borders and displacement. When empires withdrew, political boundaries were redrawn and new states appeared, including Pakistan, Israel, and Cambodia. These changes often caused conflict and the movement of populations. The Partition of India is the clearest case: religious communities fled across the new borders, and Kashmir remained disputed between India and Pakistan, leading to repeated wars. In 1971 East Pakistan broke away with Indian support to become Bangladesh, because Bengali speakers resented domination by West Pakistan, a lesson that religion alone did not guarantee unity.

Israel and Palestine

Jewish nationalism (**Zionism**) grew in Europe in the late 1800s, and Jewish migration to Palestine rose, especially after persecution culminating in the Holocaust. Arab Palestinians also claimed the land, which Britain governed as a League of Nations mandate after World War I.

In 1947 the United Nations proposed dividing Palestine into Jewish and Arab states. Israel declared independence in May 1948, neighboring Arab states attacked, and Israel won. About 700,000 Palestinians fled or were expelled (the **Nakba**), creating a long-lasting refugee problem. Wars in 1956, 1967, and 1973 followed.

The conflict became part of the Cold War, with the United States supporting Israel and the Soviet Union supporting Egypt and Syria. It is a standard example of how the withdrawal of a colonial power, competing nationalisms, and displacement of people created lasting conflict.

South Africa and apartheid. South Africa was not a colony after 1910, but a white minority ruled the Black majority. After 1948, the National Party formalized **apartheid**, a system of legal racial segregation that classified people by race, restricted where they could live, work, and travel, and denied Black South Africans the vote. The African National Congress resisted, first through protest and then, after the 1960 Sharpeville massacre and the party's banning, through armed sabotage. **Nelson Mandela** was jailed in 1962 and spent twenty-seven years in prison. International sanctions and internal protest eventually forced reform; Mandela was released in 1990, and in 1994 he became president in the country's first election open to all races. He chose reconciliation over revenge, which is why he is often listed with Gandhi and Martin Luther King Jr. among advocates of nonviolence.

Latin America and Cuba. Latin American states had been independent since the 1800s, but many still depended on exporting commodities, with land held by small elites and heavy U.S. economic influence. In the Cold War, movements demanding land reform were often labeled communist. In Cuba, Fidel Castro and his rebels overthrew the dictator Fulgencio Batista in 1959, then nationalized American-owned companies and distributed land. Castro allied with the Soviet Union, and the United States imposed a trade embargo. Cuba became a model for left-wing revolutionaries and a symbol of Cold War confrontation in the Western Hemisphere. Elsewhere, the United States backed anticommunist military governments, such as Pinochet's in Chile after 1973.

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Economic challenges and strategies. Colonial economies had been organized to export raw materials and import manufactured goods, leaving little industry. Many new governments therefore took a strong role in guiding economic life. Nasser in Egypt promoted state-led industry and built the Aswan High Dam. Indira Gandhi and Nehru in India used state planning and public-sector companies, and later India carried out a land reform in states such as Kerala. Julius Nyerere in Tanzania pursued African socialism and moved villagers into collective villages, which disrupted farming. Sirimavo Bandaranaike in Sri Lanka nationalized parts of the economy. Land redistribution, sometimes through communist or socialist movements, appeared in Vietnam, Ethiopia under Mengistu, and elsewhere; Iran's shah pursued a top-down 'White Revolution' of land reform and modernization. Results varied widely, and a few states reached high growth only with later market reforms.

Challenge	Examples	Typical response
Ethnic and regional division	Nigeria (Biafra), Pakistan and Bangladesh	Strong central government, or civil war
Weak institutions	Many African and Asian states	One-party rule, military coups
Dependence on a few exports	Ghana (cocoa), Egypt (cotton)	State planning, nationalization
Superpower pressure	Congo, Angola, Cuba	Alliances or non-alignment
Migration and refugees	Palestine, Partition	Resettlement, lasting disputes

Authoritarianism and nation building. Many new leaders argued that unity and development required strong rule. Parliamentary systems were replaced by one-party states or military regimes in Ghana, Egypt, and elsewhere. Some regimes, such as Idi Amin's in Uganda, used terror; others, such as Franco's Spain or Pinochet's Chile, were conservative authoritarian states that intensified conflict with their opponents. India remained a democracy, with a brief suspension of rights in the Emergency (1975-1977). When Nigeria's Igbo region declared Biafra in 1967, a civil war killed over a million people.

Comparing the experiences. To compare postcolonial states, ask three questions. How did independence come, by negotiation or war? What kind of government followed, democratic, one-party, or military? And what economic path did leaders choose, state planning, socialism, or reliance on exports? India combined negotiated independence, democracy, and planning. Ghana negotiated independence but turned authoritarian and was overthrown by the military in 1966. Algeria won by war and built a one-party state. Cuba and Vietnam combined revolution with communist economies.

Bandung and cooperation. In 1955 delegates from twenty-nine Asian and African states met at Bandung. They called for economic cooperation, opposed colonialism and racial discrimination, and rejected becoming pawns of the superpowers. The meeting led to the Non-Aligned Movement and strengthened a sense of shared 'Third World' identity, even though members disagreed among themselves.

Apartheid

A system of legal racial segregation in South Africa from 1948 that denied the Black majority political rights.

Ended through internal resistance, the African National Congress, and international sanctions; Mandela freed in 1990 and elected president in 1994.

EXAMPLE 1: COMPARING DECOLONIZATION

Compare the creation of Pakistan and the creation of Israel as new states.

SOLUTION

Similarity: both emerged in 1947-1948 from the end of British rule, both were based on religious or national identity, and both involved large-scale displacement.

Similarity in effect: each produced long-lasting conflict with neighbors (India and Pakistan over Kashmir; Israel and Arab states and Palestinians).

Difference: Pakistan was created by Britain's partition of a colony into two states by negotiation among Indian leaders, while Israel was proclaimed after a UN partition plan was rejected by Arab leaders, followed by war.

Conclusion: both show how redrawn borders after imperial withdrawal could produce mass migrations and disputes.

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EXAMPLE 2: CONTINUITY AND CHANGE

Explain one change and one continuity in the economy of a newly independent state such as Tanzania.

SOLUTION

Change: the government under Nyerere took a direct role in the economy, nationalizing key sectors and promoting collective villages rather than leaving development to foreign firms.

Continuity: the country still relied on exporting a few agricultural goods, so it remained exposed to world prices and to foreign lenders.

Judgment: independence changed who made economic decisions, but not the underlying position of the economy in the global trading system.

Common mistakes

South Africa's apartheid was white minority rule inside an already independent state, not colonial rule by a foreign empire, though it is often paired with decolonization. Do not claim that Cold War alliances caused every conflict; many began with local disputes that the superpowers then joined. Remember Cuba's revolution (1959) came before its Soviet alliance.

Practice**SET A Check Your Understanding**

Answer each question in two or three sentences.

1. Explain how the redrawing of borders contributed to conflict in South Asia.
2. Why did the creation of Israel in 1948 lead to long-lasting conflict?
3. Describe apartheid and one way it was challenged.
4. Give two examples of governments guiding economic life in newly independent states.
5. What was the purpose of the Bandung Conference of 1955?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which outcome is the best example of a new state created by redrawing colonial boundaries?
(A) The unification of Vietnam in 1975
(B) The independence of Algeria in 1962
(C) The reunification of Germany
(D) The Cuban Revolution of 1959
(E) The creation of Pakistan in 1947
7. Stimulus: 'Every person was classified by race at birth, and the classification decided where they could live, work, and study.' This passage describes
(A) Soviet collectivization
(B) apartheid in South Africa
(C) the caste system of the Mughal Empire
(D) Nasser's land reform
(E) British indirect rule in Nigeria
8. Which of the following was a common economic challenge facing newly independent states?
(A) Excess industrial capacity
(B) Reliance on exporting a few raw materials
(C) Lack of any foreign trade
(D) Immediate membership in NATO
(E) Overpopulation of cities in Europe
9. Fidel Castro's government in Cuba after 1959 is best described as
(A) a pro-American democracy
(B) a monarchy restored by Spain
(C) a revolutionary government that nationalized property and allied with the Soviet Union
(D) a member of NATO
(E) a neutral state that avoided both superpowers entirely

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10. The Bandung Conference of 1955 is significant because it
- (A) declared Asia and Africa's shared opposition to colonialism and superpower domination
 - (B) created the Warsaw Pact
 - (C) ended the Korean War
 - (D) partitioned India
 - (E) established the European Union

SET C Apply and Extend

Write a focused response with a clear claim and specific evidence.

11. Short answer: (a) Identify one cause of the Arab-Israeli conflict that began in 1948. (b) Explain one way the conflict reflected the Cold War. (c) Explain one effect on the population of the region.
12. Compare the economic strategies of two newly independent states, such as Egypt under Nasser and Tanzania under Nyerere, and explain one reason they chose active state roles.

8.5 Effects of the Cold War and Decolonization

Explore how migration, new institutions, and social movements reshaped the world, and practice judging continuity and change.

The Cold War and decolonization reshaped the world politically, economically, and socially. Together they ended European empires, created new institutions of cooperation, moved millions of people, and inspired movements for rights. This lesson pulls those effects together and asks what changed and what stayed the same.

Migrations and refugees. Decolonization and conflict displaced enormous numbers of people. Partition sent millions across the India-Pakistan border; the 1948 war created Palestinian refugees; and the Vietnam War produced waves of refugees and 'boat people' leaving after 1975. Wars in Afghanistan after 1979 sent millions to Pakistan and Iran. A second kind of migration was voluntary and economic. Former colonial subjects moved to the cities of the former imperial powers, which needed labor after World War II: South Asians and Caribbeans to Britain, Algerians to France, and Filipinos to the United States. These communities kept cultural and economic ties with their homelands, sending money home and making societies in Europe and North America more diverse. They also faced discrimination, and debates over immigration became a lasting political issue.

Immigration and the former empire

After decolonization, migration from former colonies to the former colonizing country (the **metropole**) maintained cultural and economic ties between them even after empires ended.

Examples: South Asians to Britain, Algerians to France, Filipinos to the United States.

Economic blocs and institutions. The Cold War divided the world economically as well as politically. The Western bloc built trade institutions at Bretton Woods (the International Monetary Fund and World Bank), while the Soviet bloc used Comecon. Western Europe began to integrate: the European Coal and Steel Community (1951) led to the European Economic Community (1957), which became the **European Union** in 1993. Its aim was to bind France and Germany together economically so that war between them would be impossible, and over time it created a single market and, for many members, a common currency. Oil producers formed OPEC in 1960 to raise prices and gain control over resources. In 1973 an oil embargo showed that developing states could exert pressure on industrial economies.

The United Nations. Founded in 1945 to maintain peace, the UN was deadlocked in security matters by the Cold War veto power of the permanent members, but it grew into a forum for new states. Its membership rose from fifty-one to well over a hundred as colonies gained independence. The Universal Declaration of Human Rights (1948) set a global standard, and UN agencies addressed health, food, and refugees. The UN also sent peacekeeping forces to conflict zones and authorized the defense of South Korea in 1950, because the Soviet Union was boycotting the Security Council at that moment.

Institution	Founded	Main purpose	Region or scope
United Nations	1945	Peace, cooperation, human rights	Global
NATO	1949	Collective defense against the USSR	North Atlantic
Comecon	1949	Economic coordination in the Soviet bloc	Eastern Europe
European Economic Community	1957	Common market among six states	Western Europe
Warsaw Pact	1955	Military alliance of the Soviet bloc	Eastern Europe
OPEC	1960	Coordinate oil policy and prices	Oil-producing states

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Social movements and resistance. Many people challenged the century's violence and inequality. Nonviolence became a world method: Gandhi in India, **Martin Luther King Jr.** in the American civil rights movement, and Mandela's African National Congress (at first) in South Africa. The American movement used boycotts, marches, and court cases and won the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Anti-war movements against Vietnam spread across Western countries, and student movements in 1968 demanded change in France, Mexico, the United States, and Czechoslovakia. In Eastern Europe, dissidents and trade unions such as Poland's Solidarity pressed for freedom.

Feminism. Women gained the right to vote in most countries by the mid-twentieth century, and many nationalist movements relied on women. In the 1960s and 1970s a new feminist movement in the United States and Europe demanded equal pay, access to education and careers, and control over reproduction. Women in the Soviet bloc were expected to work, but still carried household duties. In the postcolonial world, women's groups tied rights to independence and development. UN conferences on women, beginning in 1975, spread the language of women's rights worldwide.

Violent responses. Not all resistance was peaceful. Governments and militaries often responded to unrest in ways that made conflict worse: Pinochet's dictatorship in Chile, Franco's in Spain, and Idi Amin's in Uganda used torture and murder to suppress opponents. Superpower arms sales and the buildup of what President Eisenhower called the military-industrial complex flooded regions with weapons. Some movements, such as Peru's Shining Path or, later, al-Qaeda, deliberately used violence against civilians to achieve political aims.

Cultural effects. The superpowers competed through culture too. Americans promoted jazz, films, and consumer goods abroad, while the Soviets promoted ballet, sports, and scientific achievements; both used Olympic medals and the space program to show superiority. Radio and television carried images of wars and protests around the world, which made distant events part of local politics.

Continuity and change. The Cold War ended with the collapse of the USSR in 1991, but its legacies persisted: nuclear weapons, divided Korea, military alliances, and poor states burdened with war and debt. The main change was the disappearance of colonial empires, replaced by more than a hundred sovereign states. The main continuity was economic inequality between rich and poor regions. A useful way to compare hemispheres: in the Eastern Hemisphere, the Cold War produced large conventional wars (Korea, Vietnam, Afghanistan) and divided states, while in the Western Hemisphere it produced covert actions, coups, and revolutions (Guatemala, Cuba, Chile, Nicaragua) within the American sphere of influence. In both, local conflicts were intensified by superpower weapons.

European Union

Began as the European Coal and Steel Community (1951) and European Economic Community (1957).

Became the European Union in 1993; aimed at economic integration to prevent war and promote prosperity.

EXAMPLE 1: CONTINUITY AND CHANGE

Explain one continuity and one change in the relationship between Britain and its former colonies after 1947.

SOLUTION

Change: Britain no longer governed the colonies directly, and new states controlled their own laws and foreign policy, many joining the non-aligned movement.

Continuity: migration from South Asia and the Caribbean to British cities preserved close cultural and economic ties, and Britain stayed a trading partner and source of capital.

Link to evidence: remittances sent home and the Commonwealth show that formal independence did not cut all connections.

Conclusion: the political relationship changed completely, but social and economic links continued.

EXAMPLE 2: EVALUATING A CLAIM

Evaluate: 'The main effect of the Cold War was the spread of violence in the developing world.'

SOLUTION

Evidence supporting: proxy wars in Korea, Vietnam, Angola, Afghanistan, and Nicaragua, plus arms sales, killed millions.

Evidence qualifying: the Cold War also shaped institutions such as NATO, Comecon, and the EU's early integration, and encouraged both superpowers to support decolonization against old empires.

Alternative cause: many conflicts arose from colonial borders and local rivalries rather than superpower planning.

Judgment: violence in the developing world was a major effect, but its causes were local and global together.

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Exam tip

For comparison questions about the Cold War across regions, name a specific example from each side (for instance Vietnam and Cuba) and state one similarity and one difference. For change-and-continuity questions, always give both, and tie them to a time frame.

Practice**SET A Check Your Understanding**

Answer each question in two or three sentences.

1. Name two patterns of migration that resulted from decolonization.
2. How did the European Union begin and what was its original purpose?
3. Explain one way the United Nations changed as decolonization proceeded.
4. Identify one nonviolent movement and one violent movement from the twentieth century and explain how their methods differed.
5. Why did the military-industrial complex worry observers such as Eisenhower?

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which was a main goal of the creation of the European Economic Community in 1957?
(A) Creating a military alliance against the Soviet Union
(B) Promoting economic integration to bind former rivals and make war unlikely
(C) Restoring European colonial empires
(D) Replacing the United Nations
(E) Providing aid to newly independent Asian states
7. Stimulus: 'In the 1950s and 1960s, thousands of workers from the Caribbean and South Asia settled in British cities.' This migration best illustrates
(A) the collapse of the Soviet bloc
(B) the spread of apartheid
(C) a Cold War proxy war
(D) the Great Leap Forward
(E) ties between former colonies and the former imperial power
8. Which pair correctly matches a leader with a nonviolent movement?
(A) Mao Zedong and the Cultural Revolution
(B) Idi Amin and the Civil Rights Movement
(C) Martin Luther King Jr. and the American civil rights movement
(D) Nasser and the Salt March
(E) Pinochet and Solidarity
9. Which was an example of a response to unrest that intensified conflict?
(A) Chile under Pinochet using torture against opponents
(B) The founding of the United Nations
(C) The Salt March
(D) The Bandung Conference
(E) Mandela's release from prison
10. Which statement best compares the Cold War in the Eastern and Western Hemispheres?
(A) It had no effect in the Western Hemisphere
(B) Both saw only direct US-Soviet combat
(C) Only the Eastern Hemisphere had proxy wars
(D) Both saw superpower intervention in local conflicts, but the Western Hemisphere saw more covert action and coups within the US sphere
(E) The Soviet Union controlled all of Latin America

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SET C Apply and Extend

Write a focused response with a clear claim and specific evidence.

11. Short answer: (a) Identify one way decolonization affected migration patterns. (b) Explain one way the migration maintained links between former colonies and the former imperial power. (c) Explain one problem such migrants faced.
12. Evaluate the extent to which the Cold War was the most important force shaping world history from 1945 to 1991. Use evidence from decolonization and from social movements.

8.6

Multiple-Choice Practice: Cold War and Decolonization (c. 1900 to Present)

Twenty AP-style questions covering the Cold War, decolonization, and their effects.

Choose the best answer for each question. Read stimuli carefully and identify the time and place before choosing.

SET A Core Concepts

Choose the best answer.

1. Which policy was designed to contain communism by rebuilding Western European economies?
(A) The Warsaw Pact (B) The Truman Doctrine's military aid to Greece
(C) The Marshall Plan (D) Comecon
(E) The Berlin Airlift
2. The Warsaw Pact was created in 1955 in response to
(A) the entry of West Germany into NATO (B) the Cuban Missile Crisis
(C) the Marshall Plan (D) the Korean War armistice
(E) the Sino-Soviet split
3. Which was a goal of the Non-Aligned Movement?
(A) Joining NATO to gain protection
(B) Restoring colonial rule
(C) Forming a military alliance with China
(D) Independence from superpower control while pursuing development
(E) Spreading communism across Africa
4. Which statement about Gandhi's strategy is accurate?
(A) It relied on guerrilla war against Britain
(B) It used nonviolent civil disobedience to undermine British legitimacy
(C) It sought Soviet military aid
(D) It supported the creation of Pakistan
(E) It was copied by the Mau Mau
5. What was the main result of Britain's withdrawal from India in 1947?
(A) The creation of a single Indian federation
(B) The union of India with Ghana
(C) The immediate end of Indian planning
(D) British rule over Pakistan
(E) The partition of the subcontinent and mass migration
6. The Great Leap Forward is best described as
(A) Mao's campaign to industrialize through communes that caused famine
(B) a Chinese invasion of Vietnam
(C) a campaign to remove Mao from power
(D) a Nationalist land reform
(E) a plan to join the Soviet bloc

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7. Which event is most closely associated with the end of the Cold War in Europe?
- (A) The Berlin Blockade
 - (B) The Hungarian Revolt of 1956
 - (C) The Bay of Pigs invasion
 - (D) The opening of the Berlin Wall in 1989
 - (E) The creation of the Warsaw Pact

SET B Applications and Data

Choose the best answer.

8. Stimulus: 'We shall draw a firm line against any attempt to extend communist power. It must be the policy of the United States to support free peoples who are resisting subjugation.'
- This statement best reflects
- (A) appeasement
 - (B) the policy of containment
 - (C) non-alignment
 - (D) the domino theory of Vietnam
 - (E) a call for detente
9. Stimulus: 'The Korean peninsula was divided at the 38th parallel in 1945, and in 1950 a war began that ended in 1953 with an armistice.'
- What does this best illustrate?
- (A) A war of colonial reconquest
 - (B) A conflict resolved by nonviolence
 - (C) A proxy war in which superpowers backed opposing sides
 - (D) The success of non-alignment
 - (E) A civil war without foreign involvement
10. Which was a major reason for the success of Ghana's independence movement under Nkrumah?
- (A) Mass organization and pressure on a Britain unwilling to bear the costs of repression
 - (B) A large settler population
 - (C) French military support
 - (D) A civil war against the Dutch
 - (E) Soviet occupation
11. Stimulus: A poster in 1960s Cuba shows a farmer holding a rifle and a land deed.
- The poster most likely promotes
- (A) the Marshall Plan
 - (B) the Camp David peace process
 - (C) the Warsaw Pact's expansion
 - (D) membership in NATO
 - (E) land redistribution and defense of the revolution
12. Compared with Algeria, India's independence was achieved mainly through
- (A) a long guerrilla war
 - (B) Soviet occupation
 - (C) an armed uprising by the Congress Party
 - (D) negotiation after a mass nonviolent movement
 - (E) a Dutch withdrawal
13. Which pair of developments best shows how decolonization affected migration?
- (A) The Berlin Wall and Marshall Plan
 - (B) Partition refugees and South Asians moving to Britain
 - (C) NATO and Comecon
 - (D) The Great Leap Forward and the Cultural Revolution
 - (E) Sputnik and the Apollo program

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14. Stimulus (table): Membership of the United Nations, 1945: 51; 1960: 99; 1970: 127.
What best explains the increase?
- (A) The merging of NATO and the Warsaw Pact
 - (B) The collapse of the Soviet Union
 - (C) The independence of former colonies in Asia and Africa
 - (D) The rise of OPEC
 - (E) The Korean War

SET C Exam-Level Stretch

Choose the best answer.

15. Which factor best explains the Soviet Union's inability to keep up with the United States in the 1980s?
- (A) Rapid growth from the Marshall Plan
 - (B) Withdrawal from the United Nations
 - (C) Loss of nuclear weapons
 - (D) Complete reliance on the Non-Aligned Movement
 - (E) A command economy with heavy military spending and low productivity
16. Which pair of events shows the superpowers backing opposing sides in a civil war?
- (A) Angola and Nicaragua
 - (B) Hungary and Czechoslovakia
 - (C) India and Pakistan
 - (D) Ghana and Kenya
 - (E) Berlin and Cuba
17. Which statement best compares the Cultural Revolution and the Great Leap Forward?
- (A) Both were land reforms ending in 1949
 - (B) Both ended with Soviet aid
 - (C) Both were Nationalist programs
 - (D) Both were Mao-led campaigns that caused severe social disruption, but one targeted production and the other political and cultural elites
 - (E) Both were successful and ended poverty
18. Which statement best explains why non-aligned leaders sometimes accepted aid from both superpowers?
- (A) They were members of both NATO and Warsaw Pact
 - (B) They wanted to maximize resources for development without committing to a bloc
 - (C) They were secretly communist
 - (D) They opposed all development
 - (E) They were controlled by the United Nations
19. Which of the following is most similar to the Salt March in its method of challenging authority?
- (A) The Mau Mau uprising
 - (B) Al-Qaeda's attacks
 - (C) Martin Luther King Jr.'s Montgomery bus boycott
 - (D) The Shining Path's campaign
 - (E) Pinochet's coup
20. Which development best supports the argument that the Cold War had effects beyond ideology?
- (A) Superpower arms and aid shaped local conflicts and economic development in new states
 - (B) The invention of the printing press
 - (C) The League of Nations' collapse in 1939
 - (D) Great power rivalry ended in 1914
 - (E) European colonization of the Americas

8.7 Free-Response Practice: Cold War and Decolonization (c. 1900 to Present)

Four free-response questions: two short answers, one document-based, and one long essay.

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Question 1 and 2 are short-answer items worth three points each. Question 3 is a document-based question scored on thesis, document use, outside evidence, sourcing, and complexity (about seven points). Question 4 is a long essay scored on thesis, context, evidence, and analysis and complexity (about six points). Use the model answers to check specific scoring points.

QUESTION 1 Short Answer: Secondary Source on Containment

Use the passage to answer parts (a), (b), and (c). 'Containment worked less by threatening war than by tying prosperity to alliance. Aid programs, trade ties, and security guarantees persuaded Western European governments that their interests lay with Washington, while the Soviet Union answered with force and control inside its own sphere.' (A historian's summary, adapted)

1. (a) Identify ONE piece of evidence from the Cold War that supports the historian's claim about aid and alliances.
2. (b) Identify ONE piece of evidence that might complicate the claim that the United States relied mainly on peaceful tools.
3. (c) Explain ONE way the Soviet response described in the passage affected Eastern Europe.

QUESTION 2 Short Answer: Decolonization

Answer parts (a), (b), and (c). No source is provided.

4. (a) Identify ONE way Britain and its colonies negotiated independence after 1945.
5. (b) Identify ONE way an anti-colonial movement used armed struggle to gain independence.
6. (c) Explain ONE reason that independence was reached differently in two places you identified.

QUESTION 3 Document-Based Question

Evaluate the extent to which newly independent states gained real political and economic independence between 1945 and 1975. Documents below are short adapted summaries written for practice. Document 1 (A nationalist leader, 1957): Freedom from foreign rule is only the first step. A country that exports one crop and imports all its machines remains tied to others. Document 2 (A Western company report, 1963): Our mining operations continue under long-term contracts negotiated before independence, and the new government has promised to respect them. Document 3 (A conference declaration, 1955): The participants declare that colonialism in all its forms must end, and that nations should settle disputes without being drawn into rival power blocs. Document 4 (A government planning statement, India, 1950s): Public ownership of heavy industry will free the country from reliance on imported capital and will provide jobs.

7. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
8. (b) Use the content of at least three documents to support your argument, and use outside evidence not found in the documents.
9. (c) For at least two documents, explain how the author's point of view, purpose, situation, or audience is relevant to the argument.
10. (d) Explain how your argument shows complexity, for example by qualifying or comparing.

QUESTION 4 Long Essay

Choose ONE prompt and write a response with a thesis, contextualization, evidence, and analysis. Prompt A: Evaluate the extent to which the Cold War changed the political structure of Asia and Africa from 1945 to 1991. Prompt B: Evaluate the extent to which the end of the Cold War in 1991 resulted from internal weaknesses of the Soviet Union rather than from external pressure. Prompt C: Compare the causes and methods of decolonization in India and Algeria.

11. (a) Write a thesis with a clear claim and line of reasoning.
12. (b) Provide contextualization of the broader developments in the period.
13. (c) Support your argument with specific evidence, and analyze it.
14. (d) Show complexity by qualifying or comparing.

Answers Unit 8: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

8.1 The Cold War: Origins and Ideology

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SET A · CHECK YOUR UNDERSTANDING

1. They emerged as the only superpowers with opposed ideologies: American capitalism and democracy versus Soviet communism and one-party rule. Disputes over Eastern Europe, where Stalin installed communist governments despite wartime promises, and Soviet fears of invasion made each side distrust the other.
2. Containment was the American strategy of preventing the spread of communism without attacking the places where it already ruled. The Truman Doctrine, which sent aid to Greece and Turkey, and the Marshall Plan are examples.
3. The Truman Doctrine committed the United States to support governments facing communist pressure, mostly through military and political aid to Greece and Turkey. The Marshall Plan gave grants and loans to rebuild Western European economies, on the idea that poverty fed communism.
4. They competed through the nuclear arms race and space race, including hydrogen bombs and Sputnik, and through proxy wars such as Korea. They also used economic aid, alliances, and propaganda.
5. These leaders had just won independence and did not want to trade colonial rule for superpower control. Non-alignment let them focus on development, accept help from either side, and speak as a collective voice at Bandung and Belgrade.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. The Warsaw Pact (1955) was the Soviet bloc's military alliance answering NATO (1949). The Marshall Plan and Truman Doctrine came before NATO, and the Berlin airlift was part of the crisis that helped lead to it.
7. A. American planners believed that hunger and unemployment fed support for communist parties, so rebuilding economies was a way to contain them. Choice D is an unrelated issue, and the plan aimed to restore, not cripple, German industry.
8. E. Intervention by the UN coalition and by China internationalized the conflict. Soviet armies did not enter Seoul, and Korea remained divided after an armistice, not a treaty.
9. B. Non-aligned states, organized from Bandung (1955) and Belgrade (1961), avoided joining NATO or the Warsaw Pact. Choice A is wrong because they refused to follow Moscow as well as Washington.
10. D. Both sides built enough weapons for a devastating retaliatory strike, which made direct war unlikely and encouraged proxy conflicts. Proxy wars increased, and the American monopoly ended in 1949.

SET C · APPLY AND EXTEND

11. (a) 1 point: the superpowers avoided direct war and competed through ideology, arms, and proxies, with nuclear weapons making direct war too dangerous. (b) 1 point: Soviet domination of Eastern Europe in violation of wartime agreements, and Western resistance through the Truman Doctrine and Marshall Plan, hardened the division. (c) 1 point: in Korea, the division at the 38th parallel led to the 1950-1953 war and a permanent divided peninsula; or non-aligned states in Asia and Africa tried to stay independent of the blocs.
12. Similarity (1 point): both were military alliances led by a superpower that pledged collective defense and tied allies to a bloc. Difference (1 point): NATO (1949) was voluntary among states with elected governments and was formed before the Pact, while the Warsaw Pact (1955) included satellites whose governments were controlled or backed by Moscow and was later used to suppress revolts in Hungary and Czechoslovakia. Explanation of formation (1 point): NATO arose from fear of Soviet expansion and the Berlin crisis; the Warsaw Pact answered NATO and the rearmament of West Germany, and formalized Soviet control of the bloc.

8.2 Cold War Conflicts and Proxy Wars**SET A · CHECK YOUR UNDERSTANDING**

1. The Nationalists were weakened by years of fighting Japan, corruption, and inflation. The communists won peasant support through land redistribution and effective guerrilla warfare, and had Soviet backing.
2. It was Mao's campaign from 1958 to 1962 to industrialize rapidly through huge rural communes and backyard steel production. It caused a famine killing tens of millions because farming was disrupted and officials exaggerated harvests.
3. Kennedy imposed a naval quarantine and demanded removal of the missiles. Khrushchev withdrew them in return for an American promise not to invade Cuba and a private agreement to remove missiles from Turkey.
4. Vietnamese nationalists had fought French colonial rule, and the later war continued that struggle for unity. It was also a proxy war because the US supported South Vietnam while the USSR and China supplied the North.
5. Glasnost was political openness and perestroika was economic restructuring, both introduced by Gorbachev. They exposed the system's failings and unleashed nationalist and reform movements that helped break up the USSR.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. East Germany was losing skilled workers by the thousands through open Berlin, so it walled off the city. The Cuban crisis came in 1962, after the wall.
7. D. Backyard steel making was a hallmark of the Great Leap Forward. The Cultural Revolution (1966) targeted ideas and party rivals rather than production campaigns.
8. C. The Soviets rejected the Marshall Plan, which aided Western Europe. The other choices are standard causes of collapse.
9. E. The domino theory held that a communist Vietnam would topple neighboring states. The US had funded France earlier, but its aim in the 1960s was containment, not restoring an empire.
10. B. North Vietnam took Saigon in 1975 and unified the country, while Korea stayed divided after the 1953 armistice. Choice A describes Korea, the likeliest wrong answer.

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SET C · APPLY AND EXTEND

11. (a) 1 point: the Nationalists were weakened by war with Japan and corruption, or the communists won peasants with land reform. (b) 1 point: the Great Leap Forward forced peasants into communes and set unrealistic production goals for grain and steel. (c) 1 point: the resulting famine killed tens of millions, or the Cultural Revolution destroyed schools and persecuted intellectuals.
12. Award 1 point for each cause accurately explained, with specific evidence, for a maximum of 2 points, plus 1 point for linking them. Sample: Afghanistan drained Soviet resources and morale for ten years and ended in withdrawal in 1989. Economic weakness meant that central planning could not produce consumer goods or modern technology, so people lost faith in the system; this encouraged protests in Eastern Europe in 1989 and independence movements that dissolved the USSR in 1991. A strong response notes that the causes reinforced one another.

8.3 Decolonization and Independence Movements**SET A · CHECK YOUR UNDERSTANDING**

1. The exhaustion of Britain and France after the world wars, the growth of organized nationalist movements, and the wartime experience of colonial soldiers all contributed. International support for self-determination and opposition by both superpowers to old empires also helped.
2. Gandhi used satyagraha, which relied on nonviolent civil disobedience such as boycotts and the Salt March. It drew mass participation, damaged Britain's moral claim to rule, and made it costly to govern India.
3. In 1947 Britain divided India into mainly Hindu India and mainly Muslim Pakistan. Millions migrated across the borders, communal violence killed hundreds of thousands, and lasting hostility between the states resulted.
4. Algeria had a large European settler population and France regarded it as part of France, so France resisted and a bloody war followed. Ghana had few settlers, so Britain negotiated after nationalist pressure.
5. Neocolonialism is continued foreign economic or political control of a country after formal independence. For instance, foreign companies kept control of mines and plantations, and countries stayed dependent on exporting a single raw material whose price was set abroad.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Nkrumah led the Gold Coast to independence in 1957 and promoted Pan-Africanism. Kenyatta led Kenya, and Sukarno led Indonesia.
7. E. Britain and France were financially exhausted and faced organized nationalist movements. The League of Nations was gone by 1946 and did not enforce decolonization.
8. A. Nonviolent noncooperation was Gandhi's method. Algeria's FLN, Mau Mau, and the Viet Minh used armed struggle.
9. D. French settlers and the legal view of Algeria as part of France made France fight rather than negotiate. The Muslim League was an Indian party.
10. B. Pan-Africanism stressed solidarity and unity among Africans and former colonies. Nkrumah wanted political cooperation, not a revived kingdom or empire.

SET C · APPLY AND EXTEND

11. (a) 1 point: Gandhi's civil disobedience and the Salt March in India, or Ghana's strikes and party politics. (b) 1 point: Algeria's FLN war, Vietnam's war against France, or the Mau Mau uprising in Kenya. (c) 1 point: methods differed because of the colonial power's willingness to negotiate, the presence of settlers, or the strength of the colonial state; for instance, France would not negotiate over Algeria because of its settlers.
12. Thesis (1 point): independence ended direct political rule, but economic and cultural ties continued, so the break was incomplete. Evidence for continuity (1 point): economies built on raw material exports, foreign companies owning mines, trade and aid ties, and French influence in West Africa; also migration from South Asia to Britain and Algeria to France. Evidence for change (1 point): new governments controlled laws, armies, foreign policy, and could join the non-aligned movement. Complexity (1 point): a strong answer notes that some states, such as India, built more independent economies than others, or that the superpowers replaced the old empires as external influences.

8.4 Newly Independent States and Postcolonial Challenges**SET A · CHECK YOUR UNDERSTANDING**

1. The Partition of 1947 divided India along religious lines without protecting minorities, causing violence and migration. It also left Kashmir disputed, leading to wars between India and Pakistan.
2. Jewish and Arab nationalists both claimed Palestine, and Arab states rejected the UN partition plan. The war displaced about 700,000 Palestinians, whose refugee status and demands for return and statehood remained unresolved.
3. Apartheid was a South African system of legal racial segregation after 1948 that denied Black citizens political rights. It was challenged by the African National Congress through protest and sabotage, and by international sanctions, leading to Mandela's release in 1990.
4. Nasser's Egypt promoted state-led industry and the Aswan High Dam. Nyerere's Tanzania moved farmers into collective villages as part of African socialism.
5. Asian and African leaders met to oppose colonialism and racial discrimination, promote cooperation, and avoid becoming tied to either superpower. It helped begin the Non-Aligned Movement.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. Pakistan was carved out of British India through partition. Algeria and Vietnam became independent within existing colonial frameworks, and Cuba's revolution replaced a government rather than creating a state.
7. B. Racial classification determining residence, work, and schooling is the core of apartheid. The other options involve different places and policies.
8. D. Colonial economies were built to export raw materials, leaving new states exposed to price swings. They traded heavily, so lack of trade is wrong.
9. C. Castro nationalized American-owned property and turned to the USSR, which set off US hostility and the embargo. Cuba was not neutral, although it joined Non-Aligned meetings.
10. A. Bandung brought together Asian and African states to oppose colonialism and align with neither bloc. The Warsaw Pact was also 1955, but it was a Soviet alliance created separately.

SET C · APPLY AND EXTEND

11. (a) 1 point: competing Jewish and Palestinian Arab nationalist claims to the territory after British withdrawal, or the rejection of the UN partition plan. (b) 1 point: the United States backed Israel while the Soviet Union backed Egypt and Syria with weapons and aid. (c) 1 point: about 700,000 Palestinians became refugees, and later wars displaced more people.
12. Award 1 point for an accurate description of each state's policy, for example Egypt's state-led industrialization and nationalization of the Suez Canal, and Tanzania's African socialism with collective villages. Award 1 point for a similarity, such as strong government control and suspicion of foreign capital. Award 1 point for a difference, such as Egypt's heavy industry and large projects versus Tanzania's rural, agricultural focus. Award 1 point for a reason, such as colonial economies that offered little industry, a desire for rapid development, and distrust of foreign firms. Mention of mixed results, such as shortages or low productivity, shows complexity.

8.5 Effects of the Cold War and Decolonization**SET A · CHECK YOUR UNDERSTANDING**

1. Refugees fleeing partition or war, such as in India and Pakistan and Palestine, formed one pattern. Workers from former colonies moving to the former colonizing country, such as South Asians to Britain, formed the other.
2. It began with the European Coal and Steel Community (1951) and the European Economic Community (1957). Its purpose was to tie the economies of France, Germany, and their neighbors together to prevent another European war and to promote prosperity.
3. Its membership grew from about fifty to well over a hundred as new states joined. Developing countries used the General Assembly to promote development and oppose colonialism.
4. The American civil rights movement used marches, boycotts, and lawsuits, while al-Qaeda used attacks on civilians. The first sought legal reform through moral pressure and the second sought political aims through terror.
5. Large armed forces and arms industries could shape policy to keep military spending high. Weapon sales to other countries could also fuel local wars.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Integration was meant to make France and Germany interdependent. NATO, not the EEC, was the military alliance.
7. E. Former colonial subjects moving to the metropole is a standard result of decolonization. The migration did not result from the Soviet collapse or a proxy war.
8. C. King led nonviolent protests against segregation in the United States. Mao's Cultural Revolution was a violent mass campaign.
9. A. Pinochet's repression deepened conflict and fear. Mandela's release and the Salt March are examples of reducing or opposing violence.
10. D. Korea, Vietnam, and Afghanistan were large wars, while Guatemala, Chile, and Nicaragua show covert action and support for coups. Cuba and Nicaragua also had proxy conflicts, so choice C is wrong.

SET C · APPLY AND EXTEND

11. (a) 1 point: people moved from South Asia, the Caribbean, North Africa, or the Philippines to Britain, France, or the United States, or partition caused mass displacement. (b) 1 point: migrants sent money home and kept cultural ties such as language and religion, and these networks connected the economies. (c) 1 point: migrants faced discrimination, housing and job limits, and anti-immigration politics.
12. Thesis (1 point): the Cold War strongly shaped the period but was not the only force, because decolonization and social movements had their own causes. Evidence for Cold War influence (1 point): proxy wars, alliances like NATO and the Warsaw Pact, aid and arms to new states, non-alignment as a response. Evidence against or qualifying (1 point): decolonization arose from nationalism and the weakness of empires; civil rights and feminism grew from domestic injustice and earlier ideas. Complexity (1 point): the Cold War sometimes helped movements, since superpowers opposed old empires and America worried about its image abroad, and sometimes harmed them, through repression of leftists and weapons sales.

8.6 Multiple-Choice Practice: Cold War and Decolonization (c. 1900 to Present)

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SET A · CORE CONCEPTS

1. C. The Marshall Plan gave grants and loans to rebuild Western Europe. The Truman Doctrine is the best distractor, but it focused on military and political aid to Greece and Turkey.
2. A. The Pact answered NATO and West German rearmament. The Marshall Plan came years earlier, in 1948, so it cannot be the immediate cause.
3. D. Non-aligned states wanted to avoid being tied to either bloc. The tempting choice about China is wrong because Bandung members included both pro-Western and pro-Soviet leaning states.
4. B. Gandhi's satyagraha rejected violence. The Mau Mau used armed revolt, and Gandhi opposed Partition, so the tempting choices fail.
5. E. Britain divided the colony into India and Pakistan, and millions migrated. Choice A is wrong because the Muslim League refused to join a single state.
6. A. It was the 1958-1962 attempt to speed economic growth. It was not the Cultural Revolution, which followed and focused on politics and culture.
7. D. The wall opened in November 1989 as communist governments fell. The Hungarian Revolt was crushed in 1956 and is the best distractor because it was also a challenge to Soviet rule.

SET B · APPLICATIONS AND DATA

8. B. The statement describes aid to resist communist expansion, the heart of containment. The domino theory is a related idea but concerns the spread of communism state by state.
9. C. The US, UN allies, China, and the Soviet Union all supported opposing sides. Choice E is tempting because it began as a conflict between Koreans, but foreign involvement was decisive.
10. A. Nkrumah's party used strikes, boycotts, and elections. A large settler population was the reason France resisted in Algeria, so it is the reverse of the correct answer.
11. E. Castro's government redistributed land and mobilized people to defend the revolution. Camp David is a later Middle East accord and is unrelated.
12. D. India negotiated with a weakened Britain after decades of civil disobedience, while Algeria's FLN fought a war. The Congress did not rely on armed uprising.
13. B. Both involve migration caused by the end of empire. The Wall and Marshall Plan relate to Europe's division and recovery, not primarily to colonial migration.
14. C. New states joined as empires dissolved. The Soviet collapse occurred in 1991, after these dates, so it cannot explain the numbers.

SET C · EXAM-LEVEL STRETCH

15. E. Central planning produced shortages and little innovation while defense consumed resources. The Marshall Plan never applied to the USSR.
16. A. In Angola and Nicaragua the US and USSR or their allies armed opposing factions. Hungary and Czechoslovakia were Soviet interventions against reform, not wars between two sides backed by rival superpowers.
17. D. The Leap aimed at rapid industrial and farm output, the Revolution at 'bourgeois' ideas and rivals. Choice A is wrong because neither was a land reform of 1949.
18. B. Playing the superpowers against each other brought aid and independence. No state was in both alliances.
19. C. The boycott used organized nonviolent noncooperation. The Mau Mau and Shining Path used violence.
20. A. Weapons transfers, aid, and military alliances changed the course of local wars and policy. The other choices lie outside the period.

8.7 Free-Response Practice: Cold War and Decolonization (c. 1900 to Present)**QUESTION 1 · SHORT ANSWER: SECONDARY SOURCE ON CONTAINMENT**

1. 1 point: the Marshall Plan (1948) tied Western European recovery to American support, or NATO (1949) guaranteed security. Either is acceptable if explained as a link between aid or defense and alliance.
2. 1 point: the United States also fought the Korean War and the Vietnam War, or supported coups in Guatemala (1954) and Chile (1973), showing military and covert action alongside aid.
3. 1 point: Moscow installed communist governments and crushed reform movements, as in Hungary in 1956 and Czechoslovakia in 1968, which limited political freedom and bound the economies to Soviet needs through Comecon.

QUESTION 2 · SHORT ANSWER: DECOLONIZATION

4. 1 point: India's Congress used mass civil disobedience and talks with Britain, leading to independence in 1947, or Ghana's party led strikes and elections culminating in 1957.
5. 1 point: Algeria's National Liberation Front fought France (1954-1962), or Vietnam's Viet Minh defeated France in 1954, or the Mau Mau fought British rule in Kenya.
6. 1 point: explanation must connect the difference to a cause, such as the presence of large settler populations in Algeria, France's view of Algeria as part of France, or Britain's financial exhaustion after the war making negotiation more attractive in India and Ghana.

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QUESTION 3 · DOCUMENT-BASED QUESTION

7. 1 point: a thesis such as 'Newly independent states won political sovereignty but remained economically constrained, although governments tried to reduce this dependence through state planning and non-alignment.' The thesis must answer the question and not simply restate it.
8. 2 points: uses Document 1 (dependence on one export), Document 2 (continued foreign ownership), Document 3 (rejection of bloc politics), and Document 4 (state-led industrial plans) to support the thesis. 1 further point for outside evidence such as Nkrumah's Ghana depending on cocoa, Nasser's Aswan High Dam, French influence in West Africa, or Cold War aid.
9. 2 points: e.g., Document 1's leader speaks as a politician who may emphasize outside blame to build support for state action; Document 2 is a company report written to reassure investors and may overstate government cooperation; Document 3 is a collective statement of leaders seeking moral authority, not a record of actual freedom; Document 4 is a planning goal and not proof of results.
10. 1 point: a complex argument that qualifies, e.g., India gained more economic autonomy than states dependent on a single export, Cold War rivalry gave non-aligned states leverage, but dependency persisted in many cases.

QUESTION 4 · LONG ESSAY

11. 1 point: Prompt A sample: 'The Cold War changed Asia and Africa by encouraging superpower involvement in local conflicts, but political change was driven mostly by decolonization.' Prompt B sample: 'Internal economic weakness and public discontent were the main causes, but American pressure and the Afghan war accelerated the collapse.' Prompt C sample: 'India and Algeria both ended European rule, but India's path was negotiated after mass nonviolence while Algeria's was a settler war.'
12. 1 point: context such as the exhaustion of Europe after World War II, nationalist movements, and the bipolar world, or Gorbachev's reforms and stagnation in the 1980s.
13. 2 points: specific evidence, e.g., for A: Korea, Vietnam, Angola, Bandung, and Nasser's Egypt; for B: command-economy shortages, Afghanistan, the arms race, glasnost, and the 1989 revolutions; for C: Gandhi's Salt March and Partition, and Algeria's FLN, the settler population, and the 1962 independence. Evidence must be analyzed, not merely listed.
14. 1 point: complexity, such as noting that superpower rivalry sometimes helped colonies gain independence, or that internal weakness and external pressure were linked, or that India's independence also involved Partition violence.

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Unit 9: Globalization (c. 1900 to Present).

7 sections with explanations and worked examples, then 93 practice problems. Answers and full explanations are at the end of the chapter.

9.1 Technology and the Green Revolution

You will learn how agriculture, medicine, energy, communications, and the space race transformed life after 1900, and why their benefits and costs were uneven.

Between 1900 and today, people gained powers that earlier generations could not imagine: feeding billions, curing once-fatal diseases, talking across oceans instantly, and leaving the planet. This lesson explains the main technologies, how they connected to each other, and why their effects were uneven and often unintended.

Feeding more people: the Green Revolution. In the 1940s, agricultural scientists working in Mexico, including the American plant breeder Norman Borlaug, developed short-stalked, high-yield wheat that responded strongly to fertilizer. Research institutes later produced similar rice varieties, such as the IR8 rice released in the Philippines in the 1960s. Governments in India, Pakistan, the Philippines, and Mexico adopted these seeds along with chemical fertilizer, pesticides, and irrigation. The result was a surge in grain output that helped stop the famines many experts had predicted for Asia in the 1960s. India moved from dependence on food imports toward grain self-sufficiency.

Green Revolution

The spread, from the 1940s to the 1970s and after, of high-yield crop varieties plus chemical fertilizer, pesticides, and irrigation.

Effect: much higher grain output per acre, which helped sustain a fast-growing world population.

Cost: heavy water and chemical use, loss of crop diversity, and benefits that favored farmers who could afford inputs.

The gains came with costs. High-yield seeds needed fertilizer and water, so wealthier farmers with land and credit gained most, while small farmers sometimes fell into debt and sold out. Fertilizer runoff polluted rivers, pesticides harmed health and wildlife, and irrigation drew down groundwater in regions such as the Punjab. Commercial agriculture, increasingly tied to global markets and later to genetically modified crops, extended the same pattern of high output and high input.

Living longer: medicine and population. Germ theory from the 1800s led to cleaner water, sanitation, and public health campaigns. In the 20th century, **antibiotics** such as penicillin (discovered by Alexander Fleming in 1928 and mass-produced during World War II) made bacterial infections far less deadly. **Vaccines** prevented diseases at huge scale: Jonas Salk's polio vaccine appeared in 1955, and a global campaign led by the World Health Organization eliminated smallpox in 1980. Child death rates fell sharply, and life expectancy in many regions rose by decades. Because death rates dropped before birth rates did, world population climbed from about 1.6 billion in 1900 to about 6 billion in 2000 and over 8 billion by 2022.

Fertility later fell in much of the world. More effective **birth control**, especially the contraceptive pill introduced around 1960, gave women greater control over childbearing. Together with urbanization, higher female education, and rising costs of raising children, this lowered birth rates, and some wealthy countries such as Japan and Italy now face aging, shrinking populations.

Technology	Approximate date	Main effect
Penicillin and other antibiotics	1928; mass use from 1940s	Bacterial infections became treatable; surgery safer
Smallpox eradication	1980	First human disease eliminated worldwide
High-yield wheat and rice	1940s-1960s	Larger harvests; famine averted in much of Asia
Contraceptive pill	c. 1960	More female control of fertility; falling birth rates
Shipping container	1956 onward	Cheaper, faster freight; supports global supply chains
Internet and web	1969 network; 1990s web	Instant global information and commerce

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Energy. Petroleum, which powered cars, trucks, ships, aircraft, and petrochemical industries, became the world's central fuel and shaped politics, especially in the Middle East. Electricity grids expanded, and nuclear power, first used for civilian electricity in the 1950s, offered large output without burning fossil fuels, but raised fears of accidents (Chernobyl, 1986; Fukushima, 2011) and weapons proliferation. Cheap energy raised productivity and made mass production and mass consumption possible.

Shrinking distance. Radio, then television, telephones, satellites, cellular phones, and the **internet** let information cross the globe in seconds. Air travel carried passengers between continents in hours, and the **shipping container**, introduced by American trucking entrepreneur Malcolm McLean in 1956, standardized freight so goods could move among ships, trains, and trucks cheaply. These changes reduced the problem of geographic distance and made it practical for firms to spread production across several countries.

The space race. The Cold War rivalry drove advances in rocketry. The Soviet Union launched Sputnik in 1957 and sent Yuri Gagarin into orbit in 1961; the United States landed astronauts on the Moon in 1969. Spin-offs included weather and communications satellites and later satellite navigation, showing how military competition could produce technologies with global civilian uses.

Pattern to remember

Technology after 1900 increased productivity and survival, but it also deepened environmental pressure and left gains unevenly shared.

Always pair an innovation with both an intended effect and an unintended one when you write.

EXAMPLE 1: ANALYZING A CONSTRUCTED SOURCE

Read this excerpt from an invented 1970s report by a national farm ministry in South Asia: "Since the adoption of the new seed varieties, our wheat harvest has more than doubled. Yet in several districts, farmers who could not afford tube wells or fertilizer have fallen behind, and some have sold their land to larger operators." Identify one continuity or change shown, and explain one limit of the Green Revolution suggested by the source.

SOLUTION

Step 1, name the change: the source shows rapid growth in grain output after new seeds were adopted, which is the main purpose of the Green Revolution and a reason populations could keep growing.

Step 2, find the limit: the second sentence shows that benefits depended on money for irrigation and fertilizer, so inequality within the countryside increased.

Step 3, tie to context: this fits the broader pattern that new technology after 1900 raised productivity but spread unevenly, and it concentrated land ownership in some regions.

Model answer: The report shows that high-yield seeds sharply increased wheat output, but it also shows that poorer farmers lacking inputs were left behind and lost land.

EXAMPLE 2: LINKING TWO DEVELOPMENTS

Explain how antibiotics and vaccines contributed to rapid population growth in the 20th century, and name one effect of that growth on the environment.

SOLUTION

Step 1: Antibiotics and vaccines cut death rates, especially for infants and children, who had previously died in large numbers from infections.

Step 2: Birth rates stayed high for decades in many regions, so more people survived than before and the population grew quickly.

Step 3: Greater population increased demand for food, water, and fuel, which contributed to the expansion of fertilizer-heavy agriculture, deforestation, and rising fossil fuel use.

Common mistakes

Do not say the Green Revolution was only good or only bad; AP answers earn credit for both the output gains and the costs. Do not confuse the Green Revolution (agriculture, 1940s-1970s) with the Industrial Revolution. Do not claim vaccines or antibiotics ended all disease: poverty-related and new diseases persisted.

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Practice

SET A Check Your Understanding

Answer each question in two or three sentences.

1. Define the Green Revolution and name two inputs, besides new seeds, that it depended on.
2. Explain one negative environmental consequence of Green Revolution agriculture.
3. Why did world population grow so quickly in the 20th century even though birth rates eventually began to fall?
4. How did the shipping container and the internet each reduce the problem of geographic distance?
5. Identify two ways the Cold War shaped technological change, using the space race as one of them.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly allowed food production to keep pace with world population growth after 1950?
(A) The invention of the steam engine
(B) High-yield crop varieties combined with fertilizer and irrigation
(C) The collapse of European colonial empires
(D) The spread of nuclear power plants
(E) Mass migration from the Americas to Asia
7. A historian argues that the shipping container helped create global supply chains. Which statement best supports that claim?
(A) Containers made it cheap to move goods between ships, trains, and trucks, so firms could manufacture parts in several countries.
(B) Containers allowed larger armies to be transported during the Cold War.
(C) Containers reduced the use of petroleum in shipping.
(D) Containers replaced airplanes for passenger travel.
(E) Containers were first used by medieval merchants on the Silk Roads.
8. Which of the following is an example of a disease eliminated by a coordinated global effort in the 20th century?
(A) Malaria
(B) Tuberculosis
(C) Smallpox
(D) Influenza
(E) Cholera
9. Which was an unintended consequence of commercial agriculture and the Green Revolution?
(A) Lower yields per acre in Asia
(B) A decline in the world's population
(C) Elimination of the need for irrigation
(D) Depletion of groundwater and runoff pollution in intensively farmed regions
(E) The end of global trade in grain
10. The development of effective birth control in the second half of the 20th century most directly contributed to which change?
(A) Higher infant mortality rates
(B) A rise in the death rate from infectious disease
(C) The end of urbanization
(D) Rapid growth of nuclear power
(E) Declining fertility rates and expanded choices for women

SET C Apply and Extend

Write a focused response. Each question is scored out of 3 points.

11. Identify ONE way that the Green Revolution changed the world, explain ONE cause of that change, and explain ONE limit or unintended effect.
12. Evaluate the extent to which technological change after 1900 reduced the importance of geographic distance. Support your answer with at least two specific technologies and include one limit to your argument.

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9.2 Economic Globalization and International Institutions

You will learn how free-market policies, international institutions, trade blocs, and multinational firms built a global economy after 1900 and who benefited.

After 1900, and especially after 1980, goods, money, firms, and ideas moved across borders faster and in greater volume than ever. This lesson explains the economic policies, institutions, and business strategies that drove economic globalization, and the arguments about who gained and who lost.

From the Bretton Woods order to free markets. In 1944 the Allies met at Bretton Woods, New Hampshire, and created the International Monetary Fund (**IMF**) to stabilize currencies and lend to countries in financial trouble, and the World Bank to finance reconstruction and development. In 1947 twenty-three nations signed the General Agreement on Tariffs and Trade (**GATT**), which lowered tariffs through rounds of negotiation. In 1995 GATT was replaced by the World Trade Organization (**WTO**), a permanent body that sets trade rules and settles disputes among its members. China joined the WTO in 2001.

From the 1970s, many governments moved away from state-directed economies and heavy regulation toward **free-market** policies, often called **neoliberalism**: privatizing state-owned firms, cutting taxes and regulation, lowering tariffs, and welcoming foreign investment. Margaret Thatcher in Britain (prime minister 1979-1990) and Ronald Reagan in the United States (president 1981-1989) became the best-known advocates. In Chile, after the 1973 coup, General Augusto Pinochet applied free-market reforms designed by economists trained at the University of Chicago, while ruling as a dictator, a case that shows economic liberalization did not require political freedom. In China, Deng Xiaoping launched market reforms from 1978, opening Special Economic Zones such as Shenzhen to foreign investors while the Communist Party kept political control. The end of the Cold War (1989-1991) accelerated the trend, as former Soviet-bloc states and India (reforms from 1991) opened their markets.

Neoliberalism

A set of free-market policies: privatization, deregulation, lower tariffs, openness to foreign investment, and limits on state spending. Promoted from the 1970s-80s by leaders such as Thatcher, Reagan, Deng Xiaoping, and Pinochet's economic advisers, and encouraged by the IMF and World Bank in loan conditions.

Supporters: it raises growth and efficiency. Critics: it widens inequality and weakens workers' protections.

Institutions and trade blocs. International lenders often attached conditions, called structural adjustment, to loans, requiring borrowers to cut public spending and open markets. Critics in Africa, Latin America, and Asia argued these terms increased hardship and sparked protests against the IMF and World Bank. Regional agreements reduced trade barriers among neighbors: the European Union (growing from the 1957 Treaty of Rome to the 1993 single market and the euro in 1999), the North American Free Trade Agreement (**NAFTA**, among the United States, Canada, and Mexico, in force in 1994), and the Association of Southeast Asian Nations (**ASEAN**, founded 1967 and later a free-trade area).

Multinational corporations and supply chains. A **multinational corporation (MNC)** operates in many countries. Examples include Nestle, Nissan, and the Indian firm Mahindra and Mahindra, showing that MNCs came from many regions, not only the West. Advances in shipping containers, air freight, and information technology let firms split production into **global supply chains**: design in one country, components in another, assembly in a third. Firms practiced **outsourcing**, contracting work such as manufacturing or customer service to cheaper locations or other companies, and **offshoring**, moving operations abroad.

Where production moved. Industrial manufacturing shifted toward East and Southeast Asia and Latin America. Examples include export factories in Vietnam and Bangladesh (notably clothing), and assembly plants in Mexico and Honduras. Meanwhile some societies, such as Finland, Japan, and the United States, developed **knowledge economies** based on information technology, finance, research, and services. Chinese manufacturing growth turned the country into the so-called factory of the world, while India became a center for software and business services.

Institution or agreement	Founded	Main role
IMF	1944-1945	Currency stability and emergency loans; loan conditions promote market reforms
World Bank	1944-1945	Long-term loans for development and infrastructure
GATT / WTO	1947 / 1995	Negotiates tariff cuts and settles trade disputes
EU	1957 (Treaty of Rome); 1993	Single market, later a common currency for many members
NAFTA	1994	Free trade among the United States, Canada, and Mexico
ASEAN	1967	Southeast Asian cooperation and regional trade

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Consequences: growth, inequality, and labor. Trade and investment helped lift hundreds of millions out of extreme poverty, especially in China and India, and gave consumers cheaper goods. But gains were uneven. Wealth concentrated among skilled workers, investors, and large firms, while factory workers in wealthy countries lost jobs to overseas competition, and workers in export zones often faced low wages, long hours, and weak safety enforcement. The 2013 collapse of the Rana Plaza garment building in Bangladesh, which killed more than 1,100 workers, became a symbol of the risks of cheap global supply chains. Unions, consumer campaigns, and fair trade labeling arose in response.

Economic globalization after 1900 in one sentence

Falling trade barriers, free-market policies, new institutions, and cheaper transport and communication let firms build worldwide supply chains, producing faster growth but also deeper inequality and labor controversies.

EXAMPLE 1: SOURCING A SPEECH

A British prime minister of the early 1980s gives a speech arguing that selling state-owned industries to private buyers will make the economy more efficient. Explain how the speaker's point of view and purpose affect how a historian should use this source as evidence about the effects of privatization.

SOLUTION

Step 1, point of view: the speaker is a political leader committed to free-market ideas, so she presents privatization favorably.

Step 2, purpose and audience: the speech aims to win support from voters and party members, so it stresses benefits and may omit job losses or regional hardship.

Step 3, limitation: the source reliably shows the government's goals and arguments, but it cannot by itself prove actual results, which require economic data and the views of workers or critics.

Conclusion: the speech is valuable evidence of the rise of neoliberal ideas, but limited as evidence of outcomes.

EXAMPLE 2: COMPARING TWO CASES

Compare the free-market reforms of China under Deng Xiaoping with those of Chile under Pinochet. Give one similarity and one difference.

SOLUTION

Similarity: both governments opened their economies to foreign investment and market incentives while remaining authoritarian, so economic liberalization did not bring political democracy.

Difference: in China the state and Communist Party kept control of key industries and reforms started with limited zones such as Shenzhen, while Chile's military regime privatized more broadly using free-market theory.

Result: both are evidence that the global shift toward markets took varied forms.

Exam tip

When asked about globalization's effects, always give one benefit and one cost, and name specific evidence (a country, an institution, a company). Avoid saying that globalization began in 1980: earlier trade networks such as the Silk Roads and the Atlantic system were also global, so use language such as 'accelerated' when describing change.

Practice

SET A Check Your Understanding

Answer each in two or three sentences.

1. What were the IMF and World Bank created to do, and when?
2. Explain what neoliberalism means and name two leaders who promoted it.
3. What is the difference between a multinational corporation and a trade bloc? Give an example of each.
4. Why did manufacturing shift toward countries such as Vietnam, Bangladesh, and Mexico?
5. Explain one reason critics opposed IMF and World Bank loan conditions.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development most directly accelerated the spread of free-market economic policies in the early 1990s?
(A) The collapse of the Soviet Union and the end of the Cold War
(B) The outbreak of World War I
(C) The creation of the League of Nations
(D) The Great Depression
(E) The Treaty of Westphalia
7. Which pairing correctly matches an economic institution with its main purpose?
(A) WTO, to stabilize currencies through emergency loans
(B) IMF, to settle trade disputes among members
(C) World Bank, to finance long-term development projects
(D) ASEAN, to regulate military alliances in Europe
(E) NAFTA, to create a common currency
8. Which statement best describes the main effect of global supply chains on workers?
(A) They eliminated the need for factory labor everywhere
(B) They guaranteed equal wages in every country
(C) They ended labor unions worldwide
(D) They reduced international trade
(E) They created manufacturing jobs in developing regions while reducing some factory jobs in wealthier countries
9. "Nations should reduce tariffs, privatize state industries, and allow capital to move freely." This statement most closely reflects which outlook?
(A) Mercantilism
(B) Neoliberalism
(C) Command economy
(D) Fascism
(E) Subsistence agriculture
10. Which of the following is an example of a knowledge economy?
(A) Bangladeshi garment export factories
(B) Honduran assembly plants
(C) Mexican automobile assembly
(D) Finland's information technology and research sector
(E) Cotton plantations in the 1800s

SET C Apply and Extend

Write a focused response. Each is scored out of 3 points.

11. Explain TWO ways that economic globalization changed life for workers between 1980 and the present, and ONE way workers or activists responded.
12. Evaluate the extent to which free-market policies represented a break with earlier economic practices. Use specific evidence from at least two countries.

9.3 Environmental and Demographic Change

You will learn how disease, climate change, resource pressure, urbanization, and migration shaped the modern world and how nations tried to respond.

People after 1900 reshaped the planet, and the planet reshaped them in return. This lesson covers disease, population movement, urbanization, resource pressure, and the debates over climate change and how nations responded.

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Disease after 1900. Medicine conquered some illnesses, but others persisted or appeared. Diseases associated with poverty, such as malaria, tuberculosis, and cholera, remained widespread where clean water, nutrition, and health care were scarce. At the same time, new epidemics emerged. The **1918 influenza pandemic**, spread by troop movements at the end of World War I, killed an estimated 50 million people worldwide, showing how modern transport carried disease faster than before. **HIV/AIDS**, identified in the early 1980s, killed tens of millions, with sub-Saharan Africa hit hardest, until antiretroviral drugs from the mid-1990s turned it into a manageable condition for those who could afford or receive treatment. The **Ebola** outbreak in West Africa (2014-2016) caused social disruption and fear, and the COVID-19 pandemic that began in 2019-2020 showed again how air travel spreads a virus within weeks. Meanwhile, as life expectancy rose, diseases associated with old age such as heart disease and Alzheimer's disease became more common simply because more people lived long enough to develop them.

Three disease categories to know

Diseases of poverty: malaria, tuberculosis, cholera. They persist where sanitation and medicine are lacking.

Emergent epidemics: 1918 influenza, HIV/AIDS, Ebola. They spread through modern mobility and spurred new medical research and public health systems.

Diseases of longevity: heart disease and Alzheimer's. They rise as people live longer.

Environmental change. Human activity transformed the environment at a larger scale than ever. **Deforestation** accelerated as forests were cleared for farmland, cattle ranching, and timber, as in the Amazon basin of Brazil. **Desertification**, the spread of desert-like conditions, affected areas like the Sahel in Africa because of drought, overgrazing, and farming. Air quality declined in rapidly industrializing cities, and the demand for fresh water for farming, industry, and households grew so quickly that the Aral Sea in Central Asia largely dried up after Soviet irrigation diverted its rivers. Burning coal, oil, and gas released **greenhouse gases**, especially carbon dioxide, that trap heat in the atmosphere, and most scientists concluded that this was warming the planet. Debates over the causes and seriousness of **climate change** involved scientists, governments, businesses, and citizens, and often divided wealthy and poorer countries over who should pay for solutions.

Climate change and greenhouse gases

Greenhouse gases (carbon dioxide, methane) trap heat; burning fossil fuels and clearing forests raise their levels.

Debates concerned the causes, seriousness, and costs of action, and who should bear them: wealthy industrial states or rapidly growing ones.

Main agreements: Montreal 1987, Rio 1992, Kyoto 1997, Paris 2015.

Agreement	Year	Key features
Montreal Protocol	1987	Phased out chemicals (CFCs) that damaged the ozone layer; widely regarded as a success
Rio Earth Summit	1992	Opened a framework convention on climate change and a biodiversity treaty
Kyoto Protocol	1997 (in force 2005)	Binding emission cuts for wealthy countries only; the United States did not ratify
Paris Agreement	2015 (in force 2016)	Nearly all countries set their own pledges to keep warming well below 2 degrees Celsius; pledges are voluntary

The change in design between Kyoto and Paris is a favorite exam comparison. Kyoto set binding targets, but only for industrialized nations, and rapidly growing economies such as China and India had none. Paris asked all countries, rich and poor, to make their own commitments, which improved participation but left enforcement weak.

Resource conflicts. As consumption grew, states competed more intensely for oil, water, minerals, and farmland. Oil helped drive the 1990-1991 Gulf War, after Iraq invaded Kuwait. Disputes over river water, such as the Nile where upstream dams worry downstream Egypt, and over fishing and seabed rights show that scarcity can raise tensions, though many disputes are settled through negotiation.

Urbanization and migration. Cities grew explosively, especially in Asia, Africa, and Latin America, as farmers moved to find work. By 2007 more than half of the world's people lived in urban areas. Megacities such as Mumbai, Lagos, Sao Paulo, and Mexico City faced crowded housing, informal settlements, traffic, and pollution. Migration also crossed borders. Causes included war, such as the movement of refugees after the Syrian civil war began in 2011, the Partition of India in 1947, economic opportunity such as migrant labor in the Persian Gulf states, and family reunification. Wealthy countries debated immigration policy, while refugee protection was supported by the 1951 Refugee Convention.

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Population trends. Population grew fastest in the 20th century because death rates fell first, then growth slowed as fertility declined. Many wealthy countries and China (after the one-child policy of 1979-2015) now face aging populations, while sub-Saharan Africa still has high fertility and a very young population. Energy demand rose with population and prosperity; fossil fuels still dominate, but solar, wind, and hydroelectric power are growing.

EXAMPLE 1: CAUSATION

Explain TWO causes of increased deforestation in the second half of the 20th century.

SOLUTION

Cause 1: population growth and the need for food led governments and farmers to clear forest for cropland and cattle pasture, as in the Brazilian Amazon, supported by new roads.

Cause 2: rising global demand for timber, paper, and commodities such as soybeans and palm oil made clearing forests profitable for businesses and exporters.

Each cause is tied to a specific condition (population, export markets), not just the word 'industrialization'.

EXAMPLE 2: COMPARING AGREEMENTS

Compare the Kyoto Protocol (1997) and the Paris Agreement (2015) and explain one reason the later approach was chosen.

SOLUTION

Similarity: both responded to the scientific consensus on greenhouse gases and sought to limit emissions through international cooperation.

Difference: Kyoto imposed binding cuts on wealthy countries only, while Paris let every country set its own voluntary target.

Reason for change: the United States rejected Kyoto and China and India, large emitters, had no targets, so negotiators sought a framework that all major emitters would accept.

Common mistakes

Do not write that climate agreements 'solved' climate change or that the Kyoto Protocol was signed by every country.

Do not say the 1918 influenza began in Spain; it is called Spanish flu because Spain's neutral press reported it openly.

When discussing disease, connect it to a cause such as trade, war, or travel, not just to the fact of death.

Practice**SET A Check Your Understanding**

Answer each in two or three sentences.

1. Give one example each of a disease of poverty, an emergent epidemic, and a disease associated with longevity.
2. Explain how World War I and modern transportation contributed to the 1918 influenza pandemic.
3. Describe two causes of rapid urbanization after 1950.
4. Explain one major difference between the Kyoto Protocol and the Paris Agreement.
5. Why can scarcity of resources such as oil and water increase conflict between states?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best explains why the 1918 influenza pandemic spread so widely?
 - (A) The virus was spread by the Columbian Exchange
 - (B) Vaccines for influenza were available but not used
 - (C) It was confined to European cities
 - (D) Large-scale troop movements and global transportation carried the virus across continents
 - (E) Governments encouraged people to travel to avoid infection
7. Diseases such as heart disease and Alzheimer's became more common in the late 20th century primarily because
 - (A) people were living longer
 - (B) antibiotics stopped working
 - (C) global warming increased viral infection
 - (D) urbanization eliminated physical activity in all regions
 - (E) vaccines caused new diseases
8. Which of the following was a main cause of the shrinking of the Aral Sea?
 - (A) Melting of Himalayan glaciers
 - (B) Overfishing by foreign fleets
 - (C) Diversion of river water for large-scale irrigation of crops
 - (D) The Montreal Protocol
 - (E) Construction of the Suez Canal
9. The Paris Agreement of 2015 differed from the Kyoto Protocol of 1997 in that Paris
 - (A) required only wealthy countries to cut emissions
 - (B) asked nearly all countries to set their own emission-reduction pledges
 - (C) was ratified by every country in 1998
 - (D) created a world government to enforce limits
 - (E) banned the use of fossil fuels
10. Which factor best explains the movement of refugees from Syria after 2011?
 - (A) The Green Revolution
 - (B) Spread of the shipping container
 - (C) The collapse of the Soviet Union
 - (D) Decolonization of Africa
 - (E) Civil war and political violence

SET C Apply and Extend

Write a focused response. Each is scored out of 3 points.

11. Explain ONE way that disease outbreaks after 1900 caused social disruption and ONE way they spurred technological or medical advances.
12. Evaluate the extent to which international agreements successfully addressed environmental problems from 1987 to 2015. Use at least two specific agreements.

9.4 Culture, Resistance, and New Global Challenges

You will learn how globalization shaped popular culture and consumption, how movements for rights and reform grew, and how groups and governments resisted or managed global change.

Globalization changed what people watch, wear, buy, and believe, and it provoked resistance. This lesson covers global popular culture, consumerism, movements for rights and reform, backlash from religious and political groups, and the new institutions created to manage world problems.

Global popular culture. Radio, film, television, recordings, and later the internet spread entertainment across borders, and the flow ran in many directions. Hollywood films and American brands were widely exported, but Jamaican reggae, shaped by Bob Marley, influenced musicians from Africa to Europe; Indian Bollywood films reached audiences from Russia to West Africa; British television programming from the BBC was exported worldwide; and Korean pop music and dramas later became a global phenomenon. Sporting events such as soccer's World Cup and the Olympic Games created shared global rituals. Social media platforms such as Facebook and Twitter let ordinary people reach worldwide audiences, and also made it easier to organize protests.

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Consumerism. After World War II, rising incomes, advertising, and mass production made consumer culture spread across borders. Global brands such as Coca-Cola and Toyota became familiar in nearly every region, and online platforms such as eBay and the Chinese firm Alibaba linked buyers and sellers worldwide. Supporters said consumer choice raised living standards; critics argued that it spread materialism, weakened local traditions, and increased waste.

Cultural globalization

The spread of ideas, media, brands, and lifestyles across borders through trade, migration, and communications technology.

It is two-way: local cultures adapt global forms (blending is called hybridization) and export their own.

Critics call one-way versions 'cultural imperialism'; exam answers should note the two-way flow.

Challenging old hierarchies. The **Universal Declaration of Human Rights**, adopted by the United Nations in 1948, declared rights for all people regardless of race, sex, or religion and later inspired treaties protecting women, children, and refugees. Feminist movements spread worldwide. Women gained the right to vote in the United States (1920), Brazil (1932), Turkey (1934), Japan (1945), India (1947), and Morocco (1963), and female literacy and university enrollment rose in most regions; the UN's 1995 conference in Beijing reinforced international attention to women's rights. Against racial discrimination, the U.S. Civil Rights Act (1964) and Voting Rights Act (1965) outlawed segregation and protected voting, and the struggle against apartheid in South Africa ended with the election of Nelson Mandela in 1994. In India, caste reservation policies set aside places in education and government for historically disadvantaged groups. Intellectual movements included **Negritude**, started by francophone writers such as Leopold Senghor and Aime Cesaire, which affirmed Black identity and culture, and **liberation theology**, a Catholic movement in Latin America that tied Christian teaching to action against poverty and injustice.

Environmental and economic protest. Greenpeace (1971) staged direct actions against whaling and nuclear testing. Wangari Maathai's Green Belt Movement in Kenya (1977) organized women to plant millions of trees. The fair trade movement, such as the World Fair Trade Organization, sought better prices for small producers. Protests in Seattle in 1999 against the WTO and demonstrations against the IMF and World Bank argued that economic integration produced unequal burdens.

Resistance and backlash. Not everyone welcomed cultural change. **Religious fundamentalism**, movements that insist on strict adherence to religious doctrine, grew in several traditions, partly as a reaction to secular, Western-influenced modernization. Examples include the Iranian Revolution of 1979 that created an Islamic republic and various Hindu nationalist, Christian evangelical, and Islamist movements. Some groups used terrorism, violence against civilians for political aims; the September 11, 2001 attacks by al-Qaeda killed nearly 3,000 people in the United States and led to wars in Afghanistan and Iraq. Governments also resisted informationally: China built a controlled internet and promoted domestic platforms such as Weibo, and France limited English in some media, protecting local culture.

Human rights and reform movements

UDHR 1948; women's suffrage spreading from 1920 (US) to 1963 (Morocco); end of apartheid 1994; Green Belt Movement 1977.

Core idea: rights-based arguments challenged assumptions about race, class, gender, and religion, and access to education and public roles became more inclusive.

Response to globalization	Example	Target
Economic protest	Anti-IMF demonstrations; Seattle WTO protest, 1999	Free-market policies and inequality
Cultural protection	Weibo and state-run media in China; language laws	Foreign cultural and political influence
Religious revival	Iranian Revolution, 1979	Secular, Western-influenced modernization
Environmental activism	Greenpeace, Green Belt Movement	Pollution, deforestation
Violent extremism	al-Qaeda, 2001	Western power and global order

Global governance and NGOs. The League of Nations (1920) failed to prevent World War II. The **United Nations** (1945) was created to maintain peace and foster cooperation, with a Security Council, General Assembly, and agencies such as the World Health Organization and UNICEF. Unlike earlier systems such as the Concert of Europe, it has near-universal membership. **Non-governmental organizations (NGOs)** such as Amnesty International (1961) and Doctors Without Borders (1971) work across borders on human rights and relief. The UN's weakness is that major powers can veto Security Council actions.

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EXAMPLE 1: SOURCING

A government communications office in a country with strict media controls publishes an essay arguing that foreign social media threatens national values. Explain how its purpose limits the usefulness of the source for understanding public opinion, and identify one reason the government might respond this way.

SOLUTION

Step 1, purpose: the office is promoting the state's policy of limiting foreign platforms, so the essay shows the government's view, not independent public opinion.

Step 2, limitation: it gives no evidence of what citizens think, and may exaggerate threats to justify control.

Step 3, historical context: such responses follow the use of social media to organize protests, as in the Arab Spring of 2010-2011, and a wish to protect cultural and political authority; China's Weibo is an example of a locally developed alternative.

EXAMPLE 2: CONTINUITY AND CHANGE

Identify one change and one continuity in the status of women between 1900 and the present.

SOLUTION

Change: women gained voting rights in many countries (for example Turkey in 1934 and India in 1947) and attended school and university in much higher numbers.

Continuity: gaps in pay, political representation, and legal protection remained, and in many places women still faced violence and restrictions.

A complete answer states both with evidence.

Exam tip

For any reform movement, name the group, the goal, and the date. Examples to keep ready: UDHR 1948, apartheid ends 1994, Green Belt Movement 1977. Remember that resistance to globalization comes from many directions (workers, religious groups, governments, environmentalists), so avoid treating it as one movement.

Practice**SET A Check Your Understanding**

Answer each in two or three sentences.

1. Give two examples of global popular culture that did not originate in the United States and explain why they spread.
2. What was the Universal Declaration of Human Rights and when was it adopted?
3. Explain how Negritude or liberation theology challenged an existing social assumption.
4. Why did some groups form fundamentalist movements in response to globalization?
5. Name two roles of NGOs or the United Nations in global governance.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which development best illustrates the two-way nature of cultural globalization?
 - (A) The ban on all foreign films in every country
 - (B) The worldwide popularity of Jamaican reggae and Indian Bollywood films alongside American films
 - (C) The spread of Hollywood only
 - (D) The end of national sports leagues
 - (E) The replacement of all languages by English
7. The apartheid system in South Africa officially ended in the early 1990s following
 - (A) internal resistance, international pressure, and negotiations leading to the 1994 election of Nelson Mandela
 - (B) a military invasion by the United Nations
 - (C) the Berlin Conference
 - (D) the decision of the British Parliament alone
 - (E) the formation of NAFTA
8. Which was a goal of the Green Belt Movement founded in Kenya?
 - (A) Overthrow of the United Nations
 - (B) Expanding oil drilling
 - (C) Promoting nuclear power
 - (D) Banning international trade
 - (E) Environmental restoration and empowerment of women through tree planting
9. Which statement best describes the Iranian Revolution of 1979 in the context of globalization?
 - (A) It established a Marxist state allied with the Soviet Union
 - (B) It restored a monarchy that supported Western cultural values
 - (C) It was a movement that rejected Western-influenced secular modernization and created an Islamic republic
 - (D) It was a nonviolent movement for consumer rights
 - (E) It created a free-trade zone
10. The United Nations differed from the earlier Concert of Europe primarily in that the United Nations
 - (A) included only European great powers
 - (B) relied solely on military alliances
 - (C) was designed to protect imperial colonies
 - (D) aimed at near-universal membership with a general assembly in which large and small states participate
 - (E) had no stated goal of peace

SET C Apply and Extend

Write a focused response. Each is scored out of 3 points.

11. Explain TWO ways that people or governments resisted globalization between 1970 and the present, and ONE reason that resistance occurred.
12. Evaluate the extent to which global institutions such as the United Nations and NGOs were effective in promoting human rights after 1945.

9.5 Globalization: Continuity, Change, and Comparison

You will practice tracing long-term trends from 1450 to today, comparing eras, and turning evidence into the continuity, comparison, and causation arguments the AP exam rewards.

The final lesson of the course asks the question the AP exam asks most often: what changed, what stayed the same, and how do periods compare? You will practice tracing long-term trends across eras, comparing 1450 with today, and shaping those comparisons into the arguments required in essays.

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Is globalization new? Contacts among distant societies are ancient. The Silk Roads and Indian Ocean trade (c. 1200–1450) moved goods, religions, technologies, and diseases such as the Black Death. After 1450, the Columbian Exchange and Atlantic trade connected the Americas, Europe, Africa, and Asia, sending silver, crops, enslaved Africans, and pathogens around the world. The Industrial Revolution and 19th-century imperialism created a first modern wave of global trade, telegraph cables, and migration. What is different after 1900, and especially after 1950, is the **speed, scale, and density** of exchange: instant communication, containerized shipping, global financial markets, and truly worldwide institutions.

Theme	c. 1450	Today	Continuity or change?
Technology	Gunpowder, printing press, sailing ships; speed limited by wind and muscle	Internet, jet aircraft, nuclear and renewable energy	Change in scale and speed; continuity that new tools reshape power
Economy	Agrarian, with long-distance trade by merchants and states; mercantilism emerging	Industrial and service economies; multinationals, WTO, free-market policy	Change in organization; continuity in trade for profit and state interest
Environment and disease	Epidemics such as plague spread along trade routes	Pandemics spread by air travel; climate change	Continuity that disease follows trade; change to global-scale climate effects
Governance	Empires (Ottoman, Ming, Spanish) and local rulers	Nation-states plus UN, WTO, NGOs	Change to nation-states and global bodies; continuity of powerful states
Culture and religion	World religions spread through trade and conquest	Global media and brands; religious revival	Continuity of religion; change in media reach
Social hierarchy	Rank by birth, caste, slavery, patriarchy	Legal equality is the goal; gaps persist	Change in rights; continuity of inequality in practice

Long-term trends to know.

- ◆ Rising connectivity: from caravan and sailing routes to cables, steamships, airplanes, and the internet. Each leap lowered the cost of moving goods and information.
- ◆ Population: roughly 400 to 500 million people around 1450, about 1.6 billion in 1900, and over 8 billion by 2022, enabled by agriculture, sanitation, and medicine.
- ◆ Energy: from human, animal, wind, and water power to coal in the 1800s, to oil, electricity, and nuclear power in the 20th century.
- ◆ State and empire: land-based empires and maritime empires gave way, after the world wars and decolonization, to a world of nation-states and international organizations.
- ◆ Labor: coerced labor (slavery, serfdom, indenture) declined, replaced by wage labor, though forced labor and trafficking persist.
- ◆ Resistance: each wave of integration provoked reactions, from the Taiping and Boxer uprisings to anti-WTO protests and religious revival.

Continuity and change formula

State a clear thesis that names what changed, what stayed the same, and why.

Use specific evidence (names, dates, places) from the period and at least one earlier or later period.

Explain causation: what factor produced the change (technology, trade, war, ideas) and how.

Globalization across eras

Earlier networks (Silk Roads, Indian Ocean, Atlantic) were real forms of global exchange.

After 1900 the difference is speed, scale, and density, plus global institutions such as the UN and WTO.

Exam phrase to use: globalization accelerated, rather than began.

Writing across periods. The LEQ asks you to use evidence to argue about continuity and change over time, causation, or comparison. For a continuity and change essay on, for example, the global economy from 1750 to the present, a strong thesis might state: Industrialization and later free-market policies changed how goods were made and traded, increasing global integration, but the unequal relationship between wealthy industrial regions and poorer producing regions continued from the colonial era into the global supply chains of today. That sentence makes a claim, identifies a change and a continuity, and sets up a line of reasoning. A **comparison** essay requires you to name similarities and differences and to explain why they existed. A **causation** essay asks you to explain causes and effects, and the best answers show how causes interact.

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For the **DBQ**, you must also use the documents: group them to support your argument, and for at least some documents explain the point of view, purpose, historical situation, or audience, which is the sourcing skill. Add outside evidence the documents do not mention. The **complexity point** comes from demonstrating a sophisticated understanding, such as explaining causes and effects at several levels, comparing across places, or qualifying your claim with a counter-argument.

EXAMPLE 1: COMPARISON ACROSS ERAS

Compare the effects of long-distance trade on societies in the period 1200-1450 with its effects in the period since 1950. Provide one similarity and one difference.

SOLUTION

Similarity: in both periods trade spread diseases and ideas along its routes. The Black Death moved along Silk Road and Mediterranean routes in the 1300s, and COVID-19 moved along air routes in 2020.

Difference: in 1200-1450 trade mainly moved luxury goods and was slow, with merchants taking months or years, while after 1950 trade includes bulk goods and component parts in global supply chains that move in days.

Explanation: the difference is due to technology (containers, jets, internet) and policy (WTO, trade agreements); this answers both comparison and causation.

EXAMPLE 2: STRENGTHENING A THESIS

A student writes: "Globalization changed a lot after 1900." Rewrite this as a thesis for a continuity and change essay.

SOLUTION

Problem: the sentence is vague. It names no specific change, no continuity, and no reasoning.

Revision: "After 1900, new communication and transport technologies and free-market policies made the world economy far more integrated, but patterns of unequal wealth between industrial and raw-material regions persisted from the age of imperialism."

Check: the revision states a change, a continuity, causes, and the time frame.

Exam tip

Do not treat the periods as separate stories. Link them: Cold War technology (Sputnik) led to satellites that now carry the internet; 19th-century imperial trade patterns shaped where factories moved later. A single clear link across eras often earns the complexity point.

Practice**SET A Check Your Understanding**

Answer each in two or three sentences.

1. Give one reason historians say globalization is not entirely new, with one pre-1900 example.
2. Name three differences between globalization today and the trade networks of 1200-1450.
3. What is the difference between a similarity and a continuity in a comparison or continuity and change essay?
4. Identify two long-term trends from 1450 to the present and give evidence for each.
5. What makes a thesis defensible for a continuity and change essay?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which statement best identifies a continuity between the Black Death (14th century) and COVID-19 (2020)?
 - (A) Both were treated with the same antibiotics
 - (B) Both were limited to a single continent
 - (C) Both spread along established trade and travel routes
 - (D) Both ended the use of long-distance transport
 - (E) Both were caused by the same pathogen
7. Which change best distinguishes the world economy of 1950-2000 from that of 1450-1750?
 - (A) Multinational corporations coordinated production across several countries
 - (B) Trade between regions began
 - (C) Silver ceased to be traded
 - (D) Agriculture stopped being important
 - (E) States stopped taxing trade
8. A historian argues that the period since 1900 shows both continuity and change in imperial relationships. Which evidence best supports the claim of continuity?
 - (A) Decolonization created many new nation-states
 - (B) The UN includes most countries
 - (C) Women gained suffrage in many places
 - (D) Social media spread worldwide
 - (E) Many former colonies remained economically dependent on exporting raw materials
9. Which pair of developments best represents technological innovation reducing distance in two different eras?
 - (A) The printing press and the steam engine
 - (B) The caravel and compass after 1450, and the jet aircraft after 1950
 - (C) The telegraph and the Silk Road
 - (D) The Great Wall and the Panama Canal
 - (E) The Magna Carta and the UN Charter
10. An essay arguing that the UN is a new form of international order, rather than a continuation of earlier practices, would be best supported by pointing to the UN's
 - (A) use of diplomatic conferences
 - (B) origins in European power politics
 - (C) dependence on great-power cooperation
 - (D) near-universal membership and principle of sovereign equality
 - (E) focus on preventing war

SET C Apply and Extend

Write a focused response. Each is scored out of 3 points.

11. Write a thesis and one paragraph outline (claim plus two pieces of evidence) for this prompt: Evaluate the extent to which technological change transformed the global economy from 1750 to the present.
12. Compare the Columbian Exchange (c. 1492-1700) with the globalization of the late 20th century. Give TWO similarities or differences and explain one cause of each.

9.6 Multiple-Choice Practice: Globalization (c. 1900 to Present)

Twenty exam-style questions covering technology, economics, environment, culture, resistance, and institutions in the modern global era.

Choose the best answer for each question. Several use short source excerpts or data. After each set, read the explanations, especially for questions you missed, and note whether the error was about content, sourcing, or reading the stem.

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SET A Core Concepts

Choose the best answer.

1. Norman Borlaug is most closely associated with which development?
(A) The discovery of penicillin
(B) The breeding of high-yield wheat that helped launch the Green Revolution
(C) The creation of the shipping container
(D) The first satellite launch
(E) The founding of the World Bank
2. Which of the following was an intended purpose of the International Monetary Fund when created in 1944?
(A) Stabilizing exchange rates and lending to countries with payment difficulties
(B) Enforcing human rights treaties
(C) Preventing climate change
(D) Settling disputes between private corporations
(E) Building nuclear weapons
3. Which of the following is the best example of a disease associated with poverty?
(A) Alzheimer's disease
(B) Heart disease
(C) The 1918 influenza
(D) COVID-19
(E) Malaria
4. The Kyoto Protocol of 1997 required binding emission cuts from
(A) every country in the world
(B) only the countries of Africa
(C) wealthy industrialized countries
(D) only the United States
(E) the United Nations Secretariat
5. Which of the following best explains the rapid growth of cities in the global South after 1950?
(A) The abolition of the Green Revolution
(B) A decline in birth rates
(C) The end of all migration
(D) Rural people moved in search of work as agriculture became commercialized
(E) The collapse of global trade
6. The Universal Declaration of Human Rights (1948) was adopted by the
(A) United Nations General Assembly
(B) League of Nations
(C) World Trade Organization
(D) International Monetary Fund
(E) European Union
7. Which statement best describes a multinational corporation?
(A) A government agency that regulates trade
(B) A treaty organization of neighboring states
(C) A company that operates production or sales in multiple countries
(D) A labor union of workers in several nations
(E) A military alliance

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SET B Applications and Data

Choose the best answer.

8. "Our harvest of rice has doubled since the new seeds arrived, but the cost of fertilizer and pumps has forced several of our neighbors to sell their land." This source from a farmer in the 1970s best illustrates
- (A) the decline of agricultural productivity
 - (B) the uneven social effects of the Green Revolution
 - (C) opposition to nuclear power
 - (D) the effects of the Columbian Exchange
 - (E) a movement to ban pesticides worldwide
9. World population (billions): 1900, 1.6; 1950, 2.5; 2000, 6.1; 2022, 8.0. Which factor best explains the acceleration between 1950 and 2000?
- (A) Falling death rates due to medicine and increased food production
 - (B) A rise in the death rate from epidemics
 - (C) A sharp increase in birth rates after the one-child policy
 - (D) The end of the Cold War
 - (E) A decline in global trade
10. A historian examining this 1999 headline, "Thousands Protest WTO Meeting in Seattle," would most likely use it as evidence of
- (A) the creation of NAFTA
 - (B) the success of the Kyoto Protocol
 - (C) the end of apartheid
 - (D) the expansion of the internet in China
 - (E) opposition to economic globalization
11. The graph of global carbon dioxide emissions rose steadily from 1950 to 2020 despite international agreements such as Kyoto (1997) and Paris (2015). This trend most strongly suggests that
- (A) agreements were limited by voluntary targets and continued fossil-fuel dependence
 - (B) scientists denied climate change
 - (C) emissions agreements were universally binding
 - (D) fossil fuels were no longer used
 - (E) the Montreal Protocol caused emissions to grow
12. Which statement about the 2013 Rana Plaza collapse in Bangladesh is most accurate?
- (A) It ended the use of outsourcing
 - (B) It occurred during the Cold War
 - (C) It was caused by an earthquake in Japan
 - (D) It highlighted dangerous working conditions in global garment supply chains
 - (E) It led to the creation of the WTO
13. A leader in the 1980s in a country with a one-party government opens special zones for foreign investment while keeping political control. This best describes
- (A) Britain under Thatcher's privatization
 - (B) Chile after 1990
 - (C) China under Deng Xiaoping's market reforms
 - (D) the Soviet Union under Stalin
 - (E) Iran in 1979
14. Women's suffrage grew in the 20th century: US 1920, Turkey 1934, Japan 1945, India 1947. This pattern best supports the claim that
- (A) gender inequality was eliminated by 1950
 - (B) rights-based ideas challenged old gender assumptions in many parts of the world
 - (C) suffrage came only through violent revolution
 - (D) the United States led all other nations
 - (E) political participation was limited to wealthy men

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SET C Exam-Level Stretch

Choose the best answer.

15. Which comparison between the League of Nations and the United Nations is most accurate?
- (A) The League included both superpowers, unlike the UN
 - (B) The UN was weaker because it had no great-power members
 - (C) The League had a stronger military force
 - (D) Both sought to prevent war, but the UN has near-universal membership and a broader set of agencies
 - (E) Both were created after World War II
16. Which of the following best explains why the Montreal Protocol is considered more effective than Kyoto?
- (A) It addressed a specific class of chemicals for which substitutes were available
 - (B) It required all nations to stop using oil
 - (C) It was signed only by the United States
 - (D) It banned economic growth
 - (E) It created an international army
17. Which of the following developments best shows both continuity and change in global disease patterns since 1300?
- (A) Diseases stopped spreading with the development of vaccines
 - (B) Only poor countries suffered epidemics
 - (C) Epidemics occurred before 1900 only
 - (D) Disease followed no pattern
 - (E) Disease still spread along trade routes, but airplanes made the spread much faster
18. An analysis argues that cultural globalization after 1950 was not simply Americanization. Which evidence best supports this argument?
- (A) The worldwide spread of Coca-Cola
 - (B) The dominance of Hollywood in global cinema
 - (C) The international popularity of reggae, Bollywood, and K-pop
 - (D) The use of English in international business
 - (E) The expansion of American fast food
19. Liberation theology in Latin America is best understood as
- (A) a Marxist atheist political party
 - (B) a Catholic movement linking faith with action against poverty and injustice
 - (C) a conservative reaction to democracy
 - (D) a movement opposing all religion
 - (E) a Protestant reform movement in Europe
20. Which statement best explains why the Security Council has sometimes been unable to act in international crises?
- (A) It has no members
 - (B) The General Assembly controls its vote
 - (C) The World Bank funds it
 - (D) Permanent members may veto resolutions
 - (E) The IMF can overrule it

9.7 Free-Response Practice: Globalization (c. 1900 to Present)

Four free-response tasks mirroring the exam: two short-answer questions, a compact document-based question, and a long essay.

Each short-answer part is worth 1 point. The compact DBQ is scored on thesis (1 point), document use (2), sourcing (1), outside evidence (1), and complexity (1). The long essay is scored on thesis, evidence and support, and complexity. Write answers before reading the models.

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QUESTION 1 Short Answer: Secondary Source

Use the passage (a constructed summary of a historian's argument) to answer parts (a), (b), and (c). "The Green Revolution was a technological triumph that saved hundreds of millions from famine, but its success was built on costly inputs. By favoring farmers with land and credit and by tying agriculture to fertilizer and irrigation, it reshaped rural society and strained natural resources."

1. (a) Identify ONE claim the historian makes about the Green Revolution.
2. (b) Explain ONE piece of evidence from the period 1940-1990 that supports the historian's argument.
3. (c) Explain ONE way in which another development from 1900 to the present challenges or complicates the idea that technology benefited societies evenly.

QUESTION 2 Short Answer: No Source

Answer parts (a), (b), and (c).

4. (a) Identify ONE international institution or agreement created after 1944 to manage global economic or political problems.
5. (b) Explain ONE way that institution or agreement affected relations among states or economies.
6. (c) Explain ONE criticism or limitation of that institution or agreement.

QUESTION 3 Document-Based Question (Compact)

Evaluate the extent to which economic globalization changed the lives of ordinary workers in the period from 1980 to 2015. Use the documents (constructed for practice). Document 1: A government official in an export-oriented Asian country (1990): "Foreign investment has brought thousands of jobs to our towns. Young people who once farmed now earn wages in modern factories." Document 2: A labor union leader in a wealthy industrial country (1996): "Plants that employed generations of our members have closed as production moves overseas to countries with lower wages and weaker protections." Document 3: A report by an international development organization (2010): "Between 1990 and 2010 the share of the world's population living in extreme poverty fell sharply, driven largely by growth in Asian economies integrated into global trade." Document 4: An activist statement after a factory building collapse in Bangladesh (2013): "Brands that sell clothing worldwide have profited from cheap labor and unsafe buildings. Workers must have safety and the right to organize."

7. (a) Write a thesis that responds to the prompt with a defensible claim and a line of reasoning.
8. (b) Explain how at least two of the documents support or challenge your thesis, grouping the documents.
9. (c) For ONE document, explain how its point of view, purpose, audience, or historical situation affects its usefulness as evidence.
10. (d) Provide ONE piece of relevant outside evidence not in the documents and explain how it supports your argument.

QUESTION 4 Long Essay

Choose ONE of the following prompts and answer parts (a) to (c). Prompt A: Evaluate the extent to which technology changed the world between 1900 and the present. Prompt B: Compare the effects of globalization on culture with its effects on the economy from 1950 to the present.

11. (a) Write a thesis that makes a historically defensible claim and establishes a line of reasoning.
12. (b) Describe the specific evidence you would use (at least two specific pieces) and explain how each supports your argument.
13. (c) Explain how you would show complexity, using at least one qualification, a counter-argument, or a connection across periods.

Answers Unit 9: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

9.1 Technology and the Green Revolution**SET A · CHECK YOUR UNDERSTANDING**

1. The Green Revolution was the spread of high-yield crop varieties, especially wheat and rice, from the 1940s onward. It depended on chemical fertilizer, pesticides, and irrigation. Together these raised output per acre and helped feed rising populations.
2. Fertilizer and pesticide runoff polluted rivers and groundwater, and heavy irrigation lowered water tables in places such as the Punjab. Planting a few high-yield varieties also reduced crop diversity and made harvests more vulnerable to pests. Any one of these, explained, earns credit.
3. Death rates fell first because of antibiotics, vaccines, sanitation, and better food supply, while birth rates stayed high for decades. This gap meant many more people survived than died each year. Only later did urbanization, education, and birth control lower fertility.
4. The container standardized freight so goods moved cheaply and quickly between ships, trains, and trucks, making long-distance trade and production networks affordable. The internet let information, money, and orders cross the world in seconds. Both lowered the cost and time of connecting distant places.

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5. The superpower rivalry drove rocketry, as in Sputnik (1957) and the Moon landing (1969), and it produced satellites later used for weather and communications. It also supported nuclear technology, first for weapons and then for civilian power. In both cases military competition created technologies with wider civilian uses.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. High-yield seeds, chemical inputs, and irrigation raised output per acre. A is wrong because the steam engine belongs to the 18th and 19th centuries, and D is wrong because nuclear power produces electricity, not food.
7. A. Standardized containers cut handling costs and time, which let firms spread production across borders. B is tempting because of the Cold War, but containers were mainly a commercial innovation, and E is chronologically impossible.
8. C. The World Health Organization campaign ended smallpox in 1980. Malaria and tuberculosis are diseases associated with poverty that persist, and influenza continues to circulate.
9. D. Intensive irrigation and fertilizer use drained aquifers and polluted waterways. C is the reverse of what happened, since the new crops depended heavily on irrigation.
10. E. Birth control gave women more control over fertility and contributed to falling birth rates in much of the world. A is wrong because falling child mortality was associated with medicine and sanitation, not birth control.

SET C · APPLY AND EXTEND

11. Model response (3 points). Point 1, identify a change: high-yield wheat and rice raised grain output so that food supplies grew faster than feared in much of Asia and Latin America. Point 2, cause: scientists such as Borlaug bred short-stalked varieties that responded to fertilizer, and governments subsidized seeds, fertilizer, and irrigation, motivated by Cold War fears that hunger would produce unrest. Point 3, limit: benefits favored farmers who could afford inputs, widening rural inequality, and intensive water and chemical use caused groundwater depletion and pollution.
12. Model response (3 points). Point 1, thesis with a claim about extent: technology greatly reduced distance in communication and trade, though not completely. Point 2, evidence: the internet and cellular phones allow instant contact, and air travel and shipping containers cut transport time and cost, enabling global supply chains. Point 3, limit or qualification: access remained unequal, since poorer regions have less internet connectivity, and physical goods and migrants still face borders, costs, and political restrictions, so distance mattered in new ways.

9.2 Economic Globalization and International Institutions**SET A · CHECK YOUR UNDERSTANDING**

1. Both were created at Bretton Woods in 1944. The IMF aimed to stabilize currencies and lend to countries facing payment problems, and the World Bank aimed to finance reconstruction and development. Together they shaped the postwar economic order.
2. Neoliberalism is a set of free-market policies: privatization, deregulation, tariff reduction, and openness to foreign investment. Margaret Thatcher and Ronald Reagan promoted it in Britain and the United States, and Deng Xiaoping adopted market reforms in China. Pinochet's Chile is another example.
3. A multinational corporation is a firm that operates in several countries, such as Nestle or Nissan. A trade bloc is an agreement among governments to lower trade barriers, such as NAFTA or ASEAN. One is a business, the other a political and legal arrangement among states.
4. Firms sought lower wages and found them in these countries, while shipping containers and communication technology made it cheap to coordinate distant factories. Governments also welcomed foreign investment with export zones and incentives. The result was clothing and electronics production concentrated in Asia and Latin America.
5. Loans often required governments to cut spending on health, education, or subsidies and to open markets to foreign competition. Critics argued that these conditions hurt the poor and weakened local industries. Protests against the IMF and World Bank grew from these complaints.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. The end of the Cold War discredited command economies and pushed many governments toward markets. The Great Depression is the tempting wrong choice, but it led to more state intervention, not less.
7. C. The World Bank funds development and infrastructure. The IMF and WTO pairings swap their roles, and NAFTA never created a common currency, unlike the EU's euro.
8. E. Production moved to lower-cost regions, creating jobs there and displacing some workers elsewhere. The equal-wages option fails because wages stayed very unequal across countries.
9. B. Lower tariffs, privatization, and free capital movement are the core of neoliberal policy. Mercantilism is tempting because it concerns trade, but it favored protective tariffs and state control to build a favorable trade balance.
10. D. Finland's economy relies on information technology and research. The garment, assembly, and automobile examples are manufacturing economies, which grew in Asia and Latin America.

SET C · APPLY AND EXTEND

11. Model response (3 points). Point 1: Global supply chains moved manufacturing jobs to places such as Bangladesh, Vietnam, and Mexico, giving many workers wage employment but often in unsafe, low-paid conditions. Point 2: In wealthier countries, some factory workers lost jobs to overseas production, while skilled workers in finance and technology gained. Point 3: Responses included unions, consumer campaigns after disasters such as Rana Plaza (2013), and fair trade labeling.
12. Model response (3 points). Point 1, thesis: free-market policies were a significant break from the mid-century emphasis on state planning, welfare, and regulation, but they also continued older patterns of trade expansion. Point 2, evidence of change: Thatcher privatized state industries in Britain, Deng opened China to foreign investment from 1978, and Pinochet's Chile adopted market reforms. Point 3, continuity or qualification: states still directed economies, as in China, where the Communist Party retained control, and earlier trade networks such as the Atlantic system and British free trade in the 1800s show earlier global markets, so the policies revived and intensified an older liberal tradition.

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9.3 Environmental and Demographic Change

SET A · CHECK YOUR UNDERSTANDING

1. Malaria is a disease of poverty, HIV/AIDS or Ebola is an emergent epidemic, and heart disease or Alzheimer's disease is associated with longevity. Each shows a different link between health and social conditions.
2. The war moved millions of soldiers, workers, and refugees across continents by ship and rail, and crowded troop camps and trenches helped the virus spread. Returning soldiers carried it home. The result was a global pandemic with about 50 million deaths.
3. Mechanization and commercial agriculture reduced rural jobs, pushing farmers toward cities, while factories and services in cities offered wages. Population growth also meant rural land could not support everyone. Cities in Asia, Africa, and Latin America grew most rapidly.
4. Kyoto set binding emission targets for wealthy countries only, while Paris asked all countries to submit their own voluntary pledges. Paris increased participation but weakened enforcement.
5. Industrial societies depend on oil, water, and minerals, so access to them affects economic strength and security. When supplies are limited or located across borders, as with rivers or oil fields, states compete for control. The Gulf War of 1990-1991 followed Iraq's invasion of oil-rich Kuwait.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Wartime transport and crowded conditions spread it. It was not confined to Europe, and no effective influenza vaccine existed in 1918, so the vaccine option fails.
7. A. Longer life spans meant more people reached ages when such diseases appear. The urbanization option overstates a cause and does not apply to all regions.
8. C. Soviet irrigation projects diverted rivers feeding the sea. Glacier melt would add water, not remove it.
9. B. Paris used nationally determined pledges for all participants. The option stating that only wealthy countries must cut describes Kyoto instead.
10. E. The Syrian civil war displaced millions. The collapse of the Soviet Union is a tempting regional event but unrelated to Syria's conflict in 2011.

SET C · APPLY AND EXTEND

11. Model response (3 points). Point 1, claim about disruption: HIV/AIDS in sub-Saharan Africa killed millions of working-age adults, leaving many orphans and straining families and economies, and the 1918 pandemic overloaded hospitals and closed public places. Point 2, advance: HIV/AIDS spurred research that produced antiretroviral drugs in the 1990s, and COVID-19 led to rapid vaccine development with new mRNA technology. Point 3, connection: the response ties each to a specific disease and effect, not generalities.
12. Model response (3 points). Point 1, thesis: international agreements were effective in some cases but limited in others. Point 2, success evidence: the Montreal Protocol (1987) phased out CFCs and the ozone layer began to recover. Point 3, limit evidence: Kyoto (1997) did not bind developing nations and the United States did not ratify, and Paris (2015) pledges are voluntary, so global emissions kept rising; therefore agreements succeeded when a clear substitute existed and costs were limited, but struggled with fossil fuels that underpin economies.

9.4 Culture, Resistance, and New Global Challenges

SET A · CHECK YOUR UNDERSTANDING

1. Reggae from Jamaica and Bollywood films from India are examples, and K-pop is another. They spread through recordings, film distribution, migration, television, and the internet, which let local art reach audiences abroad. This shows that cultural flows ran in several directions.
2. The UDHR is a statement of basic human rights adopted by the United Nations General Assembly in 1948. It said all people have rights regardless of race, sex, or religion. It was not binding law, but it inspired later treaties and national constitutions.
3. Negritude, begun by writers such as Senghor and Césaire, rejected the idea that African culture was inferior and affirmed Black identity. Liberation theology challenged the assumption that the Church should accept poverty by connecting Christian faith to action for the poor. Either answer shows a movement overturning an old hierarchy.
4. Some religious communities felt that rapid cultural change, secular education, and Western media threatened their values and identity. They organized movements to restore strict religious law or community norms. The Iranian Revolution of 1979 is a leading example.
5. The UN works to maintain peace through the Security Council and peacekeeping, and its agencies address health and children's welfare. NGOs such as Amnesty International document human rights abuses, and Doctors Without Borders provides emergency medical care. Both operate across borders where single states cannot act effectively.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. B. Cultural products flowed from many regions, not only from the United States. The Hollywood-only option fails because it ignores reggae, Bollywood, and other exports.
7. A. Resistance and sanctions pushed the government to negotiate. The UN did not invade; the Berlin Conference of 1884-1885 belongs to the earlier colonial scramble for Africa.
8. E. Wangari Maathai organized women to plant trees, connecting environmental repair with economic and political empowerment. The oil drilling option is the opposite of the movement's aims.
9. C. The revolution overthrew the shah and established clerical rule with Islamic law. The Marxist option is wrong because Iran's new regime opposed both superpowers.
10. D. The UN's reach is global, and each member has a vote in the General Assembly. The Concert of Europe was a conference system among a few great powers.

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SET C · APPLY AND EXTEND

11. Model response (3 points). Point 1: Activists protested economic globalization, for example in the 1999 Seattle WTO protests and demonstrations against the IMF and World Bank. Point 2: Religious and political groups resisted cultural change, for example Iran's revolution in 1979, while governments such as China created local platforms like Weibo to limit foreign influence. Point 3, reason: resisters believed global integration widened inequality or threatened local culture and sovereignty.
12. Model response (3 points). Point 1, thesis: these institutions had real but limited effectiveness. Point 2, evidence for effectiveness: the UDHR (1948) set a global standard, UN agencies promoted children's welfare and refugee protection, and NGOs such as Amnesty International publicized abuses and pressed governments. Point 3, limits: the Security Council's great-power veto stopped action in many crises, the UDHR is not enforceable law, and states retained sovereignty, so abuses continued in many places.

9.5 Globalization: Continuity, Change, and Comparison**SET A · CHECK YOUR UNDERSTANDING**

1. Long-distance exchange existed for centuries: the Silk Roads and Indian Ocean networks carried goods, religions, and disease, and the Columbian Exchange after 1492 connected the hemispheres. Therefore the post-1900 world is a faster and denser version of earlier patterns. Describing it as entirely new would ignore this evidence.
2. Today's exchange is faster (instant communication, jet travel), larger in volume (container shipping carries bulk goods), and managed by global institutions (WTO, IMF, UN). In 1200-1450 trade was slower, mostly luxury goods, and organized by merchants and rulers. Instant financial markets and multinational firms are also new.
3. A similarity compares two different cases at the same or different times, such as two empires, while a continuity concerns something that persisted within one case over time. Using the right term helps you meet the prompt. An answer can use both in a synthesis.
4. One trend is rising connectivity, shown by sailing ships, then telegraph cables, then the internet. Another is population growth, from about 1.6 billion in 1900 to over 8 billion by 2022. Others include the decline of coerced labor and the rise of nation-states.
5. A defensible thesis makes a claim that can be argued and supported with evidence. It names a specific change and a continuity, identifies causes, and sets the time frame. It is not a restatement of the question or a list of facts.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. C. Disease followed commerce in both eras. Antibiotics did not exist in the 1300s, and the two diseases had different causes.
7. A. Global supply chains and multinational firms were largely modern. The idea that trade 'began' later ignores earlier networks, which is a typical misconception.
8. E. Economic dependence on commodity exports echoes colonial patterns. Decolonization is evidence of change, not continuity.
9. B. Both pairs reduced travel time and extended reach across oceans. The printing press and steam engine are less clearly parallel in reducing distance.
10. D. Its global reach and the equal vote of small states in the General Assembly distinguish it from the Concert of Europe. The remaining options show continuity with earlier systems.

SET C · APPLY AND EXTEND

11. Model response (3 points). Point 1, thesis: Technology transformed the global economy by shifting production from handwork to machines and later to global networks, but unequal relationships between industrial and raw-material regions persisted. Point 2, evidence for transformation: steam power and factories after 1750 and shipping containers and the internet after 1950. Point 3, evidence for continuity or limit: colonial commodity exports in the 1800s and dependence on raw materials in parts of Africa and Latin America today; ties each to a cause such as industrialization or trade policy.
12. Model response (3 points). Point 1, similarity: both moved biological things across the world, such as crops and diseases (smallpox in the Americas; COVID-19 in 2020), because transoceanic or air transport connected formerly isolated populations. Point 2, difference: the Columbian Exchange was driven by European empires and coerced labor, while late 20th-century globalization was driven by multinational firms, wage labor, and international institutions. Point 3, cause: the difference reflects political change (decolonization, free-market policy) and technological change (communications, containers) that reorganized how exchange was managed.

9.6 Multiple-Choice Practice: Globalization (c. 1900 to Present)**SET A · CORE CONCEPTS**

1. B. Borlaug's wheat research in Mexico was central to the Green Revolution. Penicillin was Fleming's discovery, which is the tempting medical alternative.
2. A. The IMF was designed to stabilize the international monetary system. The World Bank, not the IMF, concentrated on long-term development finance, and neither enforced human rights.
3. E. Malaria persists where sanitation, health care, and prevention are scarce. Heart disease and Alzheimer's illustrate diseases of longevity instead.
4. C. Developed nations had binding targets while developing economies did not. The tempting 'every country' answer describes the broader aim of Paris, not Kyoto.
5. D. Commercialized farming reduced rural employment and cities offered jobs. Birth rates generally fell later and would not explain faster urban growth.
6. A. The UN General Assembly adopted it in 1948. The League of Nations dissolved in 1946 and is chronologically wrong.

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7. C. MNCs such as Nestle and Nissan operate across borders. A trade bloc such as ASEAN is the tempting answer but it is an agreement among governments.

SET B · APPLICATIONS AND DATA

8. B. The source shows both higher output and rising inequality. The decline-in-productivity option contradicts the first clause.
10. E. Protesters objected to the WTO's rules on trade, labor, and environment. NAFTA was already in force in 1994, so it does not fit.
12. D. The disaster prompted campaigns for safety standards in supply chains. The WTO was created in 1995, so the last option is wrong chronologically.
14. B. The dates show expanding political roles across regions. The claim that inequality was eliminated is too strong, since gaps persisted.
9. A. Vaccines, antibiotics, sanitation, and the Green Revolution lowered mortality. The one-child policy reduced births in China and is wrong.
11. A. Targets were not strictly enforced while energy demand grew. The suggestion that agreements were universally binding is wrong, since Paris relies on voluntary pledges.
13. C. China combined economic liberalization with Communist Party rule. Thatcher's Britain was a democracy, which is the key difference.

SET C · EXAM-LEVEL STRETCH

15. D. The UN's global membership and agencies such as WHO distinguish it. The League lacked the United States, so the first option is wrong.
17. E. The mechanism of spread through travel persisted while speed changed. The assertion that vaccines ended spread ignores COVID-19 and HIV.
19. B. Priests such as Gustavo Gutierrez emphasized the Church's duty to the poor. The Marxist option is tempting because critics associated it with leftist ideas, but it was religious.
16. A. Replacing CFCs was affordable, while cutting carbon dioxide would transform entire economies. The ban-on-growth option is not true.
18. C. Reggae, Bollywood, and K-pop show cultural flows from other regions. The remaining options show American influence.
20. D. Five permanent members hold veto power, so one power can block action. The General Assembly does not control Security Council decisions.

9.7 Free-Response Practice: Globalization (c. 1900 to Present)

QUESTION 1 · SHORT ANSWER: SECONDARY SOURCE

1. 1 point: Any accurate claim from the passage, such as that the Green Revolution prevented famine, that it favored better-off farmers, or that it strained resources. A restatement of the passage in the student's words is enough.
2. 1 point: Specific, accurate evidence such as high-yield wheat and rice developed by scientists including Norman Borlaug and used in Mexico, India, and the Philippines; fertilizer and irrigation requirements that small farmers could not afford; or groundwater depletion in the Punjab.
3. 1 point: A complication tied to a specific development, for example antibiotics and vaccines saved lives but were far more available in wealthy countries; the internet widened a digital divide; or shipping containers and supply chains created jobs in Asia while eliminating factory jobs elsewhere. The explanation must connect the development to uneven benefits.

QUESTION 2 · SHORT ANSWER: NO SOURCE

4. 1 point: Accurate identification, such as the UN (1945), IMF or World Bank (1944), GATT or WTO (1947 / 1995), the EU, NAFTA (1994), ASEAN, the Kyoto Protocol, or the Paris Agreement.
5. 1 point: Explanation tied to the institution chosen. Example: the WTO lowered tariffs and provided a mechanism for settling trade disputes, which encouraged global supply chains. Or the UN provided a forum and peacekeeping that reduced the likelihood that disputes would escalate.
6. 1 point: A valid criticism such as IMF structural adjustment conditions that required spending cuts and sparked protests, the Security Council veto that blocked action, or the voluntary nature of Paris Agreement pledges. The criticism must match the institution chosen.

QUESTION 3 · DOCUMENT-BASED QUESTION (COMPACT)

7. 1 point (thesis): For example, "Economic globalization created wage work and reduced extreme poverty in many Asian economies, but it also eliminated industrial jobs in wealthy countries and exposed workers to dangerous conditions, so its effects on ordinary workers were both beneficial and costly." A restatement of the prompt earns no credit.
8. 2 points (document use): 1 point for accurately describing what two documents say; 1 point for using them to support the argument. Strong responses group Documents 1 and 3 as evidence of benefits and Documents 2 and 4 as evidence of costs.
9. 1 point (sourcing): For Document 2, the union leader writes from the standpoint of workers who lost jobs and aims to build support for protecting them, so it may stress losses and ignore job gains elsewhere. For Document 1, the official has a purpose of promoting investment, so the claim of benefits may be exaggerated.
10. 1 point (outside evidence): Examples include the Special Economic Zones in China from 1978; NAFTA (1994) and maquiladora factories in Mexico; the Rana Plaza collapse of 2013 killing over 1,100 workers; the creation of the WTO in 1995; fair trade campaigns. The evidence must be explained, not just named. Complexity (1 further point) comes from qualifying the thesis, for example noting that outcomes varied by region and sector.

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QUESTION 4 · LONG ESSAY

11. 1 point (thesis). Prompt A example: "Technology after 1900 transformed the world by increasing food, health, and communication capacities, but many of its effects were uneven and brought environmental costs, so change was profound but not uniformly beneficial." Prompt B example: "Globalization made culture more shared through media and brands and made the economy more integrated through trade and multinational firms, but cultural change was more two-way, while economic change was more shaped by institutions and unequal power."
12. 2 points (evidence and support). For Prompt A: Green Revolution yield gains with groundwater costs; antibiotics and vaccines reducing mortality and driving population growth; radio, cellular phones, and the internet reducing distance; shipping containers enabling supply chains. For Prompt B: Bollywood, reggae, K-pop, social media and the World Cup as cultural flows; WTO, NAFTA, multinationals such as Nestle or Nissan as economic structures. Each piece must be specific and linked to the claim.
13. 1 point (complexity). Examples: acknowledging that Green Revolution gains came with debt and pollution; noting that technology helped consumers and corporations but not all workers; connecting the container revolution to earlier steamships and the telegraph of the 1800s; or noting that resistance (Weibo, Iranian Revolution, anti-WTO protests) shaped how globalization developed. The qualification must be sustained, not just a single sentence.

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Extra: Deep Dives and Mixed Review.

3 sections with explanations and worked examples, then 36 practice problems. Answers and full explanations are at the end of the chapter.

Extra.1

Cold War Case Files: Interventions and Detente

Learn the specific interventions, wars, and negotiations that you can cite as evidence when an exam asks about Cold War causation, proxy conflicts, or the shift from confrontation to detente.

The Cold War was not fought directly between the United States and the Soviet Union. It was fought through **interventions** in other countries, through proxy wars, and through arms and diplomacy. The exam rewards **specific evidence**, so this lesson gives you a set of case files. For each one, practice naming the country, the year, the superpower action, and the result.

Covert intervention in the developing world. After 1945, newly independent and Latin American governments often nationalized foreign-owned industries or pursued land reform. Washington frequently read this as a communist threat, and it sometimes acted in secret.

- ◆ **Iran, 1953.** Prime Minister Mohammad Mossadegh nationalized the British-owned Anglo-Iranian Oil Company. A coup backed by American and British intelligence removed him and strengthened the Shah, Mohammad Reza Pahlavi. The memory of this coup helped fuel anti-Western feeling before the 1979 revolution.
- ◆ **Guatemala, 1954.** President Jacobo Arbenz began a land reform that took unused land from the American-owned United Fruit Company. A CIA-backed coup removed him, and military rulers followed.
- ◆ **Congo, 1960-1965.** Belgium left the Congo in 1960 with little preparation. Prime Minister Patrice Lumumba asked the Soviet Union for help against a secessionist province. He was removed and killed in 1961, and Joseph Mobutu later took power with Western support and ruled for decades.
- ◆ **Chile, 1973.** Salvador Allende, a socialist, won election in 1970. In 1973 General Augusto Pinochet seized power in a coup that the United States welcomed and had earlier encouraged economically. Pinochet ruled as a dictator and adopted free-market reforms.

Pattern to remember

Cold War interventions often replaced elected or nationalist leaders with anti-communist authoritarian ones.

Supporters said this was containment. Critics said it undermined self-determination and fed lasting resentment.

Vietnam: escalation and withdrawal. After the French defeat in 1954, Vietnam was divided into a communist north and an anti-communist south. Under the **domino theory**, American leaders feared that one communist victory would topple neighbors. In August 1964 reported attacks on American ships in the **Gulf of Tonkin** led Congress to authorize broad military action. The **Tet Offensive** of January 1968, a surprise attack by northern and Viet Cong forces, was a military setback for them but a political shock in the United States because officials had said victory was near. President Nixon then pursued **Vietnamization**, shifting combat to South Vietnamese forces while American troops withdrew. The Paris Peace Accords came in 1973, and Saigon fell to the north in 1975, uniting Vietnam under communist rule.

Soviet control in Eastern Europe. Moscow also used force within its own bloc. In 1956 Soviet troops crushed the Hungarian uprising. In 1968 Alexander Dubcek's reforms in Czechoslovakia, called **Prague Spring** and summed up as "socialism with a human face," ended when Warsaw Pact armies invaded. The **Brezhnev Doctrine** then declared that the USSR could intervene if socialism was threatened in any bloc country.

Detente. In the 1970s both sides sought to lower tension. The Sino-Soviet split gave the United States an opening: President Nixon visited China in 1972, which pressured Moscow and began normal relations between Washington and Beijing. The first Strategic Arms Limitation Treaty (**SALT I**, 1972) capped some nuclear weapons and limited missile defenses. The **Helsinki Accords** (1975) accepted existing European borders and included human rights pledges, which dissidents in the Soviet bloc later used to challenge their governments.

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Collapse of detente and the end of the Cold War. The Soviet invasion of **Afghanistan** (December 1979) was meant to protect a friendly government. The United States, working through Pakistan, armed the mujahideen resistance. The war was costly and unpopular, and the Soviets withdrew in 1989. President Reagan increased military spending and announced the Strategic Defense Initiative (SDI, nicknamed "Star Wars") in 1983, which put pressure on a Soviet economy already strained by weak growth. Mikhail Gorbachev's reforms of glasnost and perestroika, combined with these pressures, led to the 1989 revolutions in Eastern Europe and the Soviet collapse in 1991.

Case	Year	Superpower action	Result
Iran	1953	US and Britain back coup against Mossadegh	Shah strengthened; later backlash
Guatemala	1954	CIA-backed coup against Arbenz	Military rule, long civil conflict
Prague Spring	1968	USSR and Warsaw Pact invade	Reforms ended; Brezhnev Doctrine
Chile	1973	US supports coup against Allende	Pinochet dictatorship
Afghanistan	1979	USSR invades; US arms mujahideen	Soviet withdrawal 1989; Soviet strain

Causation: why the Soviet Union weakened

Long-term: a centralized economy that could not match Western technology and consumer goods.

Short-term: the Afghan war, an arms race under Reagan, and Gorbachev's reforms that loosened control.

EXAMPLE 1: COMPARISON

Compare Soviet intervention in Czechoslovakia (1968) with United States intervention in Chile (1973).

SOLUTION

Similarity: each superpower acted to keep a country inside its sphere of influence and ended a government it saw as a threat to its ideology or alliance.

Difference: the Soviets used open military invasion to stop reform within a communist state, while the United States supported a local military coup against an elected socialist government.

Thesis-ready statement: Both interventions protected superpower interests at the expense of self-determination, but the Soviet action was overt and military while the American action worked through local allies.

EXAMPLE 2: CONTINUITY AND CHANGE

Explain one way detente in the 1970s represented a change and one way it represented continuity in the Cold War.

SOLUTION

Change: Nixon's 1972 visit to China and SALT I showed negotiation replacing direct confrontation between the great powers.

Continuity: proxy conflicts continued, including Soviet and American involvement in Angola and, from 1979, in Afghanistan.

Conclusion: detente lowered the risk of direct nuclear conflict without ending the contest for global influence.

Common mistakes

Do not say that the United States fought the Soviet Union in Vietnam or Afghanistan; each superpower backed local forces. Do not confuse Prague Spring (1968, a reform movement) with the Hungarian uprising (1956). Do not claim that Reagan alone ended the Cold War; give several causes.

Practice

SET A Check Your Understanding

Answer each question in one to three sentences.

1. Identify the company and the leader involved in the 1953 coup in Iran.
2. What was the Tet Offensive, and why did it matter politically in the United States?
3. What was the Brezhnev Doctrine?
4. Name two agreements or events of the detente period.
5. Why did the Soviet invasion of Afghanistan hurt the Soviet Union?

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which pair correctly matches a Cold War intervention with its target?
(A) Guatemala, 1954: Jacobo Arbenz (B) Iran, 1953: Salvador Allende
(C) Chile, 1973: Patrice Lumumba (D) Congo, 1960: Mohammad Mossadegh
(E) Czechoslovakia, 1968: Fidel Castro
7. The Gulf of Tonkin incident of 1964 was most directly followed by
(A) the fall of Saigon to northern forces
(B) the withdrawal of all American troops from Vietnam
(C) the Paris Peace Accords
(D) a congressional resolution that expanded American military action in Vietnam
(E) the division of Vietnam into two states
8. "We will continue to pursue every avenue that lessens tension, but the Soviet Union has the right to defend socialism in any bloc country." This statement is most characteristic of
(A) Marshall Plan diplomacy (B) the Soviet position after the Prague Spring
(C) Non-Aligned Movement policy (D) the policy of containment under Truman
(E) American Vietnamization policy
9. Nixon's 1972 trip to China was made possible mainly by
(A) the Chinese acceptance of capitalism (B) China's entry into NATO
(C) the end of the Korean War (D) the Helsinki Accords
(E) the Sino-Soviet split
10. Which was a long-term effect of the Helsinki Accords of 1975?
(A) They ended the Warsaw Pact
(B) They divided Germany permanently
(C) They gave dissidents in the Soviet bloc a human rights standard to cite
(D) They ended the Vietnam War
(E) They banned all nuclear weapons in Europe

SET C Apply and Extend

Write a short response. Model answers give the scoring points.

11. (a) Identify one example of a Cold War intervention in Latin America. (b) Explain one reason the United States intervened. (c) Explain one long-term consequence of such interventions.
12. Evaluate the extent to which detente reduced the danger of the Cold War between 1969 and 1979.

Extra.2 Post-1945 Case Files: China, South Asia and the Middle East

Learn the key events in China, India, and the Middle East after 1945, and practice using them as evidence for continuity and change over time and for comparison.

Three regions produce many exam stimuli after 1945: China's shift from Mao to market reform, India's democracy and its later turn toward religious nationalism, and the Middle East's wars, oil politics, and extremist violence. Learn each as a short chain of events.

China from Mao to Deng. Mao Zedong's rule (1949-1976) brought land redistribution, then the Great Leap Forward (1958-1962), whose forced collectivization and unrealistic targets caused a catastrophic famine, and the Cultural Revolution (1966-1976), which attacked traditional culture and officials through the Red Guards. After Mao died in 1976, **Deng Xiaoping** became the leading figure by 1978. He promoted the **Four Modernizations** (agriculture, industry, defense, and science and technology). Farm families received more control over what they grew under the household responsibility system, and **Special Economic Zones** such as Shenzhen welcomed foreign investment. Growth accelerated and China became a leading exporter. Political reform did not follow. In spring 1989 students and workers filled **Tiananmen Square** in Beijing demanding political change and an end to corruption, and on June 3-4 the army cleared the square with force. The party kept its monopoly on power while allowing a market economy.

China after Mao: the key pattern

Change: from state planning and mass campaigns to markets, foreign investment, and export growth.

Continuity: one-party Communist rule and tight control of dissent, as Tiananmen showed.

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India: Congress dominance and Hindu nationalism. Independent India adopted a democratic, secular constitution in 1950. The Indian National Congress, led by Jawaharlal Nehru (prime minister 1947-1964), dominated politics, promoted industrial planning, and followed nonalignment. His daughter Indira Gandhi governed from 1966, and during the **Emergency** of 1975-1977 she suspended civil liberties. From the 1980s the Bharatiya Janata Party (**BJP**), which promotes Hindu nationalism, grew in strength. The destruction of the Babri mosque in 1992 by Hindu activists showed communal tension, and the BJP later led governments, including under Narendra Modi from 2014. This is a standard example of religious movements shaping politics in the twentieth century.

The Arab-Israeli conflict. Britain ended its Palestine mandate and a 1947 United Nations plan proposed splitting the land. Israel declared independence in May 1948, neighboring Arab states attacked, and Israel won. About 700,000 Palestinians fled or were expelled, creating a refugee crisis. In 1956 Israel joined Britain and France against Egypt during the Suez Crisis. In the **Six-Day War (1967)** Israel took the Sinai Peninsula and Gaza from Egypt, the West Bank and East Jerusalem from Jordan, and the Golan Heights from Syria. In the **Yom Kippur War (1973)** Egypt and Syria attacked, and Arab oil producers in OPEC imposed an embargo on countries that supported Israel, which caused an energy crisis in the West. In the **Camp David Accords (1978)** mediated by Jimmy Carter, Egypt's Anwar Sadat and Israel's Menachem Begin agreed to peace; the treaty followed in 1979, and Egypt became the first Arab state to recognize Israel. The Palestine Liberation Organization (PLO) led Palestinian resistance, the First Intifada began in 1987, and the Oslo Accords of 1993 created a limited Palestinian Authority without ending the dispute.

Arab-Israeli timeline

1948 independence war; 1956 Suez; 1967 Six-Day War; 1973 Yom Kippur War.

1978-1979 Camp David and the Egypt-Israel treaty; 1987 First Intifada; 1993 Oslo.

Pan-Arabism and Islamist movements. Gamal Abdel Nasser promoted **Pan-Arabism**, the idea that Arabs should unite across borders; Egypt and Syria briefly merged as the United Arab Republic (1958-1961). Defeat in 1967 weakened the idea and boosted political Islam, including the Muslim Brotherhood, and the Iranian Revolution of 1979 created an Islamic republic.

Afghanistan, 9/11, and the Gulf region. After Soviet withdrawal in 1989, Afghanistan fell into civil war. The **Taliban**, a strict Islamist movement, took Kabul in 1996 and sheltered al-Qaeda, a transnational terrorist network led by Osama bin Laden. On September 11, 2001, al-Qaeda hijacked planes and attacked New York and Washington. The United States invaded Afghanistan in October 2001 and launched a broad "War on Terror." Earlier, Iraq's invasion of Kuwait in August 1990 had produced the Gulf War, in which a United States-led coalition freed Kuwait in 1991. In 2003 a US-led coalition invaded Iraq and removed Saddam Hussein, followed by years of insurgency.

Region	Turning point	Cause	Effect
China	1978 reforms	Failures of Maoist campaigns	Rapid growth; party control kept
India	1975-77 Emergency; 1980s BJP rise	Congress dominance and communal tension	Religious nationalism enters politics
Middle East	1967 and 1973 wars	Israel-Arab rivalry, Cold War support	Oil embargo; Camp David 1978
Afghanistan/Iraq	1996-2003	Post-Soviet collapse, terrorism, oil	Wars, refugees, regional instability

EXAMPLE 1: CONTINUITY AND CHANGE

Explain one continuity and one change in China's government and economy between 1960 and 1990.

SOLUTION

Continuity: the Communist Party held a monopoly on political power throughout, and Tiananmen in 1989 showed it would use force to keep it.

Change: Mao's collective farms and mass campaigns gave way to Deng's household responsibility system, Special Economic Zones, and foreign trade after 1978.

The two points fit the claim that China changed its economy without changing its political system.

EXAMPLE 2: CAUSATION

Explain one cause and one effect of the 1973 Yom Kippur War.

SOLUTION

Cause: Egypt and Syria wanted to regain land lost to Israel in 1967 and to force negotiations.

Effect: Arab oil producers in OPEC cut exports to supporters of Israel and raised prices, which caused an energy crisis and showed the political power of oil. A later effect was the Camp David peace process between Egypt and Israel.

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Common mistakes

Do not date Deng's reforms to Mao's rule or say Tiananmen ended communist rule. Do not say all Arabs fought Israel in every war; Egypt made peace in 1979. Do not call the Taliban and al-Qaeda the same group; the Taliban governed Afghanistan and sheltered al-Qaeda.

Practice**SET A Check Your Understanding**

Answer each question in one to three sentences.

1. What were the Four Modernizations, and who promoted them?
2. What happened at Tiananmen Square in 1989, and what did it show?
3. Name two results of the Six-Day War of 1967.
4. What was the Emergency in India?
5. Explain one difference between the Taliban and al-Qaeda.

SET B Exam-Style Multiple Choice

Choose the best answer.

6. Deng Xiaoping's reforms after 1978 are best described as
 - (A) a return to the Great Leap Forward
 - (B) a transition to multiparty democracy
 - (C) an alliance with the Soviet Union
 - (D) market-oriented economic change under continued Communist political control
 - (E) a rejection of foreign investment
7. The 1973 oil embargo by Arab producers was most directly a response to
 - (A) the Yom Kippur War and Western support for Israel
 - (B) the Iranian Revolution
 - (C) the Suez Crisis
 - (D) the Gulf War
 - (E) the Camp David Accords
8. The Camp David Accords of 1978 are significant because they
 - (A) ended the Palestinian refugee problem
 - (B) created the United Arab Republic
 - (C) ended the 1948 war
 - (D) established the PLO
 - (E) led to Egyptian recognition of Israel
9. Which development most directly illustrates the rise of religiously inspired nationalism in South Asia?
 - (A) the Partition of 1947
 - (B) the growing political strength of the BJP from the 1980s
 - (C) the Salt March of 1930
 - (D) India's policy of nonalignment
 - (E) the Green Revolution
10. The Taliban government of Afghanistan was challenged in 2001 mainly because
 - (A) it had invaded Kuwait
 - (B) it had nationalized the Suez Canal
 - (C) it sheltered al-Qaeda, which attacked the United States on September 11
 - (D) it had signed the Oslo Accords
 - (E) it had developed a free market

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SET C Apply and Extend

Write a short response. Model answers give the scoring points.

11. (a) Identify one economic change in China after 1978. (b) Explain one reason Deng launched reforms. (c) Explain one way China's political system stayed the same.
12. Evaluate the extent to which Cold War rivalry rather than regional disputes shaped the Arab-Israeli wars between 1948 and 1973.

Extra.3 Interwar and WWII Case Files: Crisis, Aggression and War

Learn the specific crises of the 1920s and 1930s and the wartime decisions of the 1940s that exam questions use as evidence for causation and for the effects of total war.

Questions on global conflict ask why war came and how it changed the world. Strong answers use precise evidence. This lesson supplies case files you can attach to each cause and effect.

Economic and political crises. In Germany, the Weimar Republic faced **hyperinflation** in 1923 after France and Belgium occupied the Ruhr to collect reparations and the government printed money to pay striking workers. Prices soared, savings vanished, and middle-class faith in democracy weakened. A new currency and the American-backed Dawes Plan stabilized the economy for a time, but the Great Depression revived the crisis and helped the Nazis rise. In the Soviet Union, Stalin's First Five-Year Plan (1928) pushed rapid industrialization. **Collectivization** forced peasants onto state-run farms and targeted wealthier peasants called kulaks. Resistance and grain seizures contributed to the famine of 1932-1933, remembered in Ukraine as the **Holodomor**, which killed millions.

Authoritarian modernizers in West Asia. Reza Khan seized power in Iran in 1925 as Reza Shah Pahlavi and built a centralized state with new schools, railways, and a modern army, while limiting religious influence. Abd al-Aziz Ibn Saud united most of Arabia into the Kingdom of Saudi Arabia in 1932, and the discovery of oil there in 1938 changed its future. Both cases show new states reshaping themselves after the fall of the Ottoman and Qajar orders.

Aggression and the road to war. Several steps in the 1930s showed the weakness of the League of Nations. Japan invaded Manchuria in 1931 and the League failed to stop it. Italy invaded Ethiopia in 1935. In the **Spanish Civil War** (1936-1939), General Francisco Franco's Nationalists fought the Republican government. Germany and Italy gave Franco troops and aircraft, including the bombing of Guernica in 1937, while the Soviet Union and volunteers in international brigades aided the Republic; Britain and France stayed out. Franco won and ruled until 1975. Hitler reoccupied the Rhineland (1936), united with Austria in the **Anschluss** (March 1938), and gained the Sudetenland at Munich (September 1938). Britain and France practiced appeasement. Germany took the rest of Czechoslovakia in March 1939, signed a non-aggression pact with the Soviet Union in August, and invaded Poland on September 1, 1939.

Causation of World War II

Long-term: Versailles resentment, the Great Depression, and weak collective security.

Short-term: fascist expansion, appeasement, and the Nazi-Soviet pact that cleared the way for the invasion of Poland.

War in Asia. Japan's war with China expanded in 1937. In December the Japanese army captured Nanjing and killed or abused several hundred thousand civilians and prisoners in the **Nanjing Massacre**. Japan then promoted its Greater East Asia Co-Prosperity Sphere, which in practice meant exploiting the lands it occupied.

Allied cooperation and total war. After Germany defeated France in 1940, the collaborating **Vichy** government ruled the south, while General Charles de Gaulle led the Free French from abroad. The United States aided Britain before entering the war through **Lend-Lease** (1941), which supplied weapons and goods. Allied leaders met to plan the war and the peace: at Tehran (1943) Roosevelt, Churchill, and Stalin planned the invasion of France; at Yalta (February 1945) they agreed to defeat Germany and discussed Eastern Europe and the United Nations; and at Potsdam (July 1945) they dealt with Germany's occupation. Governments mobilized whole societies. In the United States, about 120,000 Japanese Americans were forced into **internment** camps after Executive Order 9066 in 1942, a wartime limit on civil liberties. The secret **Manhattan Project** produced atomic bombs, tested in July 1945 and dropped on Hiroshima on August 6 and Nagasaki on August 9, after which Japan surrendered.

Accountability. The Nuremberg Trials (1945-1946) prosecuted Nazi leaders for war crimes and crimes against humanity, and the Tokyo Trials (1946-1948) tried Japanese leaders. These set precedents for international law, and the UN adopted the Genocide Convention in 1948.

Event	Date	Why it matters
Hyperinflation in Germany	1923	Weakened trust in democracy
Collectivization and Holodomor	1929-1933	Stalin's state control of agriculture; mass famine
Spanish Civil War	1936-1939	Preview of the alliances of WWII
Anschluss and Munich	1938	Appeasement fails

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Event	Date	Why it matters
Nanjing Massacre	1937	Japanese atrocity in China
Lend-Lease	1941	US aid before direct entry
Hiroshima and Nagasaki	1945	First use of atomic weapons

Total war

Governments direct the economy, draft or recruit women and colonial subjects, use propaganda, and treat civilians as targets. Examples: rationing, war industry, strategic bombing, internment, and Nazi and Japanese atrocities.

EXAMPLE 1: CAUSATION

Explain one way the Great Depression contributed to the outbreak of World War II.

SOLUTION

The Depression produced mass unemployment in Germany and Japan and discredited democratic governments.

In Germany this helped the Nazis win support in 1932, and in Japan it strengthened military leaders who sought new markets by expansion, such as in Manchuria.

Link: expansionist regimes in both countries then challenged the international order, and the democracies were too weak and divided to stop them.

EXAMPLE 2: EVALUATING A CLAIM

A student says appeasement caused World War II. Evaluate this claim.

SOLUTION

Support: Munich and the Anschluss encouraged Hitler to believe that Britain and France would not fight.

Limit: Hitler's expansionist aims, Versailles resentment, and the Nazi-Soviet pact were deeper and more direct causes.

Judgment: appeasement was a contributing cause, not the main one.

Common mistakes

Do not date the Anschluss to 1939 or place the Spanish Civil War after the war began. Do not say Lend-Lease meant the United States had entered the war; direct entry followed Pearl Harbor in December 1941. Do not confuse Nanjing the city (the 1842 treaty) with the 1937 massacre.

Practice

SET A Check Your Understanding

Answer each question in one to three sentences.

1. What caused German hyperinflation in 1923?
2. What was collectivization, and what was one result?
3. Why was the Spanish Civil War significant in international terms?
4. What was Lend-Lease?
5. Name the war crimes trials held after World War II in Europe and Asia.

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SET B Exam-Style Multiple Choice

Choose the best answer.

6. Which event came first?
(A) the invasion of Poland
(B) the fall of France
(C) the attack on Pearl Harbor
(D) the Yalta Conference
(E) the Anschluss with Austria
7. Reza Shah's rule in Iran (1925-1941) is best described as
(A) a communist revolution
(B) centralizing and modernizing, with authoritarian methods
(C) a democratic parliament dominating the government
(D) a return to rule by a caliph
(E) colonial rule by Britain
8. The principal effect of the Munich Agreement of 1938 was that
(A) Britain and France accepted German annexation of the Sudetenland, encouraging further German demands
(B) the Soviet Union joined the League of Nations
(C) Germany agreed to give up Austria
(D) Czechoslovakia gained new territory
(E) war began immediately
9. Which statement about the internment of Japanese Americans is accurate?
(A) It happened only in Japan
(B) It was ordered by Congress before 1941
(C) It followed Executive Order 9066 and affected about 120,000 people
(D) It applied equally to German Americans
(E) It ended the war in the Pacific
10. The Nanjing Massacre of 1937 is best understood as
(A) a Soviet purge of Chinese Communists
(B) a battle between Nationalists and Communists
(C) a British repression of the Taiping Rebellion
(D) an atrocity committed by Japanese forces against Chinese civilians and prisoners
(E) a Chinese attack on foreign settlements

SET C Apply and Extend

Write a short response. Model answers give the scoring points.

11. (a) Identify one policy of Stalin in the 1930s. (b) Explain one reason for that policy. (c) Explain one effect of that policy.
12. Evaluate the extent to which the failure of collective security caused World War II.

Answers Extra: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

Extra.1 Cold War Case Files: Interventions and Detente**SET A · CHECK YOUR UNDERSTANDING**

1. The leader was Prime Minister Mohammad Mossadegh, who had nationalized the Anglo-Iranian Oil Company. American and British intelligence backed a coup that removed him and restored the power of the Shah.
2. It was a large surprise attack in January 1968 by northern Vietnamese and Viet Cong forces on cities across South Vietnam. It failed militarily for the attackers, but it contradicted official claims that the war was nearly won, so American public support dropped sharply.
3. It was the Soviet claim, issued after the 1968 invasion of Czechoslovakia, that the USSR had the right to intervene in any bloc country where socialism seemed threatened. It justified keeping Eastern Europe inside the Soviet sphere.
4. Any two of these: Nixon's 1972 visit to China, SALT I in 1972, and the Helsinki Accords in 1975. Each reduced tension through diplomacy rather than confrontation.
5. The war dragged on for about a decade against American-supplied rebels. It cost lives and money, hurt morale and prestige, and added strain to an economy that was already weak, which pushed Gorbachev toward reform.

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SET B · EXAM-STYLE MULTIPLE CHOICE

6. A. Arbenz led Guatemala when the CIA-backed coup of 1954 removed him. The Iran pairing is wrong because Allende belongs to Chile in 1973, and the other pairings also mismatch leaders and countries.
7. D. The incident led Congress to give President Johnson wide powers, and the war expanded. The Paris Accords and the fall of Saigon came much later, in 1973 and 1975, and the division of Vietnam dated from 1954.
8. B. Defending socialism in any bloc country is the Brezhnev Doctrine, issued after Warsaw Pact forces ended Prague Spring. Containment under Truman is a tempting choice but was an American policy, not a Soviet claim.
9. E. The split between Beijing and Moscow let the United States open relations with China and pressure the Soviets. The capitalism choice is wrong because China remained communist and began market reforms only under Deng after 1978.
10. C. The Accords included human rights pledges that groups such as Charter 77 cited against their governments. The Warsaw Pact lasted until 1991, so the claim that they ended it is wrong.

SET C · APPLY AND EXTEND

11. (a) 1 point: Guatemala 1954 or Chile 1973 (or Cuba). (b) 1 point: the United States feared communist influence in its hemisphere and wanted to protect containment and American business interests, such as United Fruit land in Guatemala. (c) 1 point: interventions left authoritarian rule and resentment toward the United States, such as Pinochet's dictatorship, and fed anti-American movements.
12. Model response: 1 point for a clear thesis, such as that detente lowered the risk of direct war but did not end rivalry. 1 point for evidence of reduced danger: SALT I, Nixon's visit to China, and the Helsinki Accords. 1 point for evidence of limits: proxy contests continued in Angola and the Soviet invasion of Afghanistan in 1979 ended the period. 1 point for reasoning that judges the extent, such as noting that both sides kept building weapons even under arms limits.

Extra.2 Post-1945 Case Files: China, South Asia and the Middle East**SET A · CHECK YOUR UNDERSTANDING**

1. They were the goals of modernizing agriculture, industry, defense, and science and technology. Deng Xiaoping promoted them after Mao's death to revive China's economy.
2. Students and workers demanded political reform and an end to corruption, and the army cleared the square with force on June 3-4. It showed that the party would allow economic liberalization but not political opposition.
3. Israel occupied the Sinai and Gaza, the West Bank and East Jerusalem, and the Golan Heights. The defeat also weakened Pan-Arabism and increased the appeal of Islamist and Palestinian groups.
4. It was the period from 1975 to 1977 when Prime Minister Indira Gandhi suspended civil liberties and ruled by decree. It is an example of strain on India's democracy.
5. The Taliban was an Afghan movement that governed Afghanistan from 1996. Al-Qaeda was a transnational terrorist network that the Taliban sheltered and that carried out the 9/11 attacks.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. D. Deng opened Special Economic Zones and rewarded farm households while the party kept political control. The multiparty democracy choice fails because Tiananmen in 1989 was suppressed.
7. A. OPEC members used oil as a weapon during and after the 1973 war. The Iranian Revolution came in 1979 and caused a different oil shock, which is why that choice is the most tempting wrong answer.
8. E. Egypt under Sadat made peace with Israel and recognized it, a first for an Arab state. The accords did not settle the Palestinian issue, so the refugee choice is wrong.
9. B. The BJP promoted Hindu nationalism and gained national power. Partition involved religion too, but it was a result of the colonial end, not a later rise of religious nationalism in a democracy.
10. C. The United States and allies invaded after 9/11. The Kuwait choice describes Iraq in 1990, which was a different regime and event.

SET C · APPLY AND EXTEND

11. (a) 1 point: Special Economic Zones, household responsibility system, or foreign investment. (b) 1 point: the failures and poverty after the Great Leap Forward and Cultural Revolution, and the desire to modernize. (c) 1 point: the Communist Party kept sole power and suppressed Tiananmen protesters in 1989.
12. Model response: 1 point for a thesis taking a clear position, such as that regional disputes were primary but superpower aid intensified them. 1 point for evidence of regional causes: the 1947 partition, the 1948 refugee crisis, the 1967 loss of territory. 1 point for evidence of superpower roles: Soviet arms to Egypt and Syria, American support for Israel, and joint American-Soviet pressure at Suez in 1956. 1 point for a judgment that connects the evidence, noting that the Cold War supplied weapons and diplomacy but did not create the underlying territorial and national conflict.

Extra.3 Interwar and WWII Case Files: Crisis, Aggression and War

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SET A · CHECK YOUR UNDERSTANDING

1. France and Belgium occupied the Ruhr to collect reparations, German workers struck with government support, and the government printed money to pay them. Prices soared and savings lost their value.
2. It was Stalin's policy of forcing peasants to give up private farms for state-controlled collective farms. One result was the famine of 1932-1933, including the Holodomor in Ukraine, which killed millions.
3. Germany and Italy aided Franco's Nationalists while the Soviet Union and volunteers aided the Republic, so it became an early contest among fascism, communism, and democracy. Britain and France stayed out.
4. It was a 1941 American program that supplied weapons and goods to Britain and later the Soviet Union and other allies without immediate payment. It aided the Allies before the United States entered the war.
5. The Nuremberg Trials (1945-1946) tried Nazi leaders. The Tokyo Trials (1946-1948) tried Japanese leaders.

SET B · EXAM-STYLE MULTIPLE CHOICE

6. E. The Anschluss occurred in March 1938, before the invasion of Poland in 1939, the fall of France in 1940, Pearl Harbor in 1941, and Yalta in 1945.
7. B. He built schools, railways, and an army while concentrating power. The democracy choice fails because he ruled as an autocrat.
8. A. Hitler's gain without war supported his belief that the democracies would not resist. The choice that war began immediately is wrong because the invasion of Poland came a year later.
9. C. The order of 1942 led to forced relocation, an example of wartime limits on civil liberties. German Americans were not interned in comparable numbers as a group.
10. D. Japanese troops killed or abused several hundred thousand people after taking the city. The Taiping choice is wrong because that rebellion was in the 1850s and 1860s.

SET C · APPLY AND EXTEND

11. (a) 1 point: collectivization, the Five-Year Plans, or the Great Purge. (b) 1 point: Stalin wanted rapid industrialization and total state control, including grain to feed cities and pay for imports. (c) 1 point: millions died in famine, peasants lost land, and the USSR became an industrial power that could resist Germany.
12. Model response: 1 point for a thesis taking a position, such as that failure of collective security was a major cause but not the only one. 1 point for evidence: the League failed over Manchuria in 1931 and Ethiopia in 1935; appeasement at Munich. 1 point for counter-evidence: the Depression, Versailles resentment, and fascist ideology made war likely. 1 point for judging relative importance and linking the causes, such as that weak collective security allowed aggression to succeed.

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Practice Exam: Practice Exam.

1 sections with explanations and worked examples, then 66 practice problems. Answers and full explanations are at the end of the chapter.

E1 Practice Exam 1

A full-length AP World History: Modern practice exam: 55 multiple-choice questions, 3 short-answer questions, 1 document-based question with 7 documents, and 1 long essay with three prompt choices, with explained answers and rubric scoring.

Section I has 55 multiple-choice questions (suggested time 55 minutes, 40 percent of the score). Section II has 3 short-answer questions (40 minutes, 20 percent), one document-based question (60 minutes including a 15-minute reading period, 25 percent) and one long essay chosen from three prompts (40 minutes, 15 percent). Treat it as a timed exam: do not look at the explanations until you finish each part. Sources are original paraphrases written for practice, not verbatim historical quotations.

Section	Questions	Time	Weight	Points
I Multiple choice	55	55 min	40%	55 raw
II SAQ 1 (secondary source)	3 parts	40 min total for 3 SAQs	20%	3
II SAQ 2 (primary source)	3 parts			3
II SAQ 3 (no stimulus)	3 parts			3
II DBQ	1 essay, 7 documents	60 min	25%	7
II LEQ (choose 1 of 3)	1 essay	40 min	15%	6

Unit coverage in Section I: Units 1 and 2 (5 questions each), Units 3, 4, 5 and 6 (7 questions each), Units 7 and 8 (6 each) and Unit 9 (5), roughly matching the weighting of the real exam. Themes covered include cultural developments, state building, economic systems, social structures, technology and the environment, and humans and the environment.

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SECTION I, PART A Multiple Choice: Questions 1-20

Choose the best answer for each question. Source excerpts are paraphrased in the writer's own words.

1. Source: Excerpt from a county record, southern China, c. 1100 (paraphrased).
"Since the early-ripening rice arrived from the south, our farmers cut the grain twice in a year. Villages that once barely fed themselves now send surplus to the market town, and the town has grown crowded."
Which development in Song China is most directly illustrated by the excerpt?
(A) The replacement of the examination system by hereditary aristocratic rule
(B) A shift from market exchange to a closed manorial economy
(C) Rapid decline in the use of paper money and coinage
(D) Agricultural innovation supported population growth, urbanization and commercial expansion
(E) Mongol sponsorship of irrigation across the Yangzi region
2. Source: A scholar's note, Baghdad, ninth century (paraphrased).
"Our patron has funded a library where texts from Greece, Persia and India are rendered into Arabic. We copy them, argue over them and then add our own work in medicine and mathematics."
The activity described in the excerpt best reflects which feature of the Abbasid Caliphate?
(A) A policy that suppressed all non-Islamic learning
(B) The influence of Mongol administrators on Muslim scholarship
(C) A cosmopolitan center of learning that preserved and extended knowledge from many cultures
(D) A rejection of mathematics in favor of purely religious study
(E) The patronage of European universities founded by the Crusaders
3. Source: A traveler's account of Cairo, 1324 (paraphrased).
"The ruler of the western Sudan came through on pilgrimage with a great caravan, and so much of his gold was spent that its price fell in the markets for years afterward."
The wealth of the ruler described in the excerpt came primarily from
(A) profits from the Atlantic trade in enslaved people
(B) monopoly of silk and porcelain exports to Europe
(C) taxes collected on Indian Ocean spice routes
(D) control of gold production and the trans-Saharan trade in gold and salt
(E) silver mined in the Andes and shipped across the Pacific
4. Which statement describes a similarity between political life in western Europe and in Japan under the Kamakura shogunate (c. 1200)?
(A) A centralized bureaucracy chosen by examination ran both societies
(B) Rulers in both regions claimed the Mandate of Heaven
(C) Political power was decentralized, with warriors bound to lords by obligations in exchange for land
(D) Both societies relied mainly on conscript peasant armies paid in silver
(E) Both societies were governed by a single religious law code
5. Source: A description of an Andean state, sixteenth century (paraphrased).
"Every household owed the ruler a period of labor each year on roads, terraces and storehouses. In return, the state fed and clothed the workers and handed out cloth and maize in lean years."
The system described in the excerpt is best understood as
(A) a market-based wage system common to Mesoamerican city-states
(B) a plantation economy based on African slavery
(C) a tax paid only in silver coin collected by private merchants
(D) a labor-tribute arrangement through which the Inca state mobilized resources and gained loyalty
(E) a system of independent landowners with no central authority

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6. Source: A traveler's report on the steppe, thirteenth century (paraphrased).
"Carrying the khan's metal tablet, a merchant may cross the grasslands from the east to the Black Sea, finding food, fresh horses and lodging at each relay post."
The system described in the excerpt most directly encouraged which development?
(A) The isolation of China from the rest of Asia
(B) The end of nomadic pastoralism on the steppe
(C) A sharp decline in overland trade as maritime routes took over
(D) The conversion of the entire steppe to Christianity
(E) Increased long-distance trade and the movement of ideas, technologies and diseases across Eurasia
7. Source: A visitor to the East African coast, fourteenth century (paraphrased).
"In the island town the merchants speak a tongue full of Arabic words, build in coral stone and trade gold and ivory from the interior for cloth and porcelain from abroad."
The society described in the excerpt reflects which historical process?
(A) The forced resettlement of Africans by the Portuguese Empire
(B) The imposition of Chinese tributary rule on East Africa
(C) The adoption of European feudalism by East African kings
(D) The isolation of the coast from the Indian Ocean economy
(E) Cultural blending produced by Indian Ocean trade between Bantu-speaking Africans and Muslim merchants
8. Which was a long-term effect of the Black Death on western Europe in the late fourteenth century?
(A) Immediate growth in the size of manors and the spread of serfdom
(B) A rapid increase in population that strained food supplies
(C) Labor shortages raised wages and weakened the hold of landlords over peasants
(D) The disappearance of long-distance trade in the Mediterranean
(E) The unification of Europe under a single empire
9. Source: A court record of the Ming dynasty, 1430s (paraphrased).
"Great ships have sailed with silk and porcelain to distant ports and returned with envoys and rare goods. Yet the treasury is drained, and the northern frontier needs soldiers more than fleets."
The ending of the voyages described in the excerpt is best explained by
(A) a defeat of the Ming navy by the Portuguese
(B) the discovery that the sea route to Europe did not exist
(C) a Mongol decree banning ships on the Indian Ocean
(D) official concern about cost and priority given to land defense over overseas expeditions
(E) the collapse of Chinese demand for foreign goods
10. Which factor most directly accounts for the spread of Islam to Southeast Asian port cities such as Malacca between 1200 and 1450?
(A) Conquest of the region by the Abbasid army
(B) Muslim merchants and Sufi teachers who settled in trading communities along monsoon routes
(C) A mass migration of Arab farmers to Java
(D) Forced conversion by the Mongol Il-khanate
(E) Missionary work by Portuguese Jesuits
11. Source: A European ambassador's letter from Istanbul, sixteenth century (paraphrased).
"The sultan's closest officials were once Christian village boys, taken as youths, taught Turkish and the faith of Islam, and trained for the court or the army. They own nothing of family and owe everything to him."
The practice described was intended primarily to
(A) create administrators and soldiers whose loyalty was to the sultan rather than to a landed aristocracy
(B) spread Christianity within the Ottoman court
(C) reward hereditary nobles with government posts
(D) weaken the power of the Muslim clergy
(E) replace the army with a force of foreign mercenaries

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12. Safavid rulers in Persia required their subjects to follow Twelver Shi'ism. What was a major consequence for the region?
- (A) It reunited Sunni and Shi'a Muslims under a single caliph
 - (B) It ended Safavid contact with the Silk Roads
 - (C) It led to Safavid conquest of the Mughal Empire
 - (D) It deepened the religious and political rivalry with the Sunni Ottoman Empire
 - (E) It caused the Ottomans to adopt Shi'ism
13. Source: A court chronicle, India, late sixteenth century (paraphrased).
"The emperor abolished the special tax on non-Muslims, invited scholars of many faiths to debate before him, and took wives from Rajput families whose men then held high rank at court."
These policies were most likely intended to
- (A) replace Islam with Hinduism as the state religion
 - (B) prepare for a Portuguese takeover of the Indian coast
 - (C) reduce the number of Muslims in the army
 - (D) enforce strict religious uniformity across the empire
 - (E) win the cooperation of the Hindu majority and strengthen the stability of Mughal rule
14. Source: A decree of the tsar, 1698-1705 (paraphrased).
"Nobles at court shall shave their beards, wear short coats in the Western style and learn the arts of shipbuilding and war from foreign teachers."
The decree best illustrates which goal of Russian rulers in this period?
- (A) Preserving Orthodox traditions against all outside influence
 - (B) Ending serfdom and creating a free peasantry
 - (C) Expanding trade eastward by adopting Chinese customs
 - (D) Strengthening the state by adopting European technology, dress and military methods
 - (E) Reducing the size of the Russian army
15. Source: A Tokugawa regulation, seventeenth century (paraphrased).
"Each regional lord shall spend alternate years in the capital, and when he returns to his domain his wife and heir shall remain behind."
The policy described primarily served to
- (A) promote the spread of Christianity in Japan
 - (B) build alliances with Chinese tributary states
 - (C) keep the regional lords under the shogun's watch and drain their wealth, reducing the chance of rebellion
 - (D) encourage regional lords to adopt Western weapons
 - (E) establish elected councils of samurai
16. Source: A Qing edict, 1645 (paraphrased).
"All adult men in the empire shall shave the front of the head and wear the hair in a braid. Whoever delays shall be treated as a rebel."
The edict best illustrates which Qing policy?
- (A) Asserting Manchu authority and expecting symbolic submission from the Han Chinese majority
 - (B) Adopting Confucian practices to replace Manchu identity
 - (C) Encouraging Han Chinese to join the Banner system
 - (D) Opening Chinese ports to European merchants
 - (E) Ending the civil service examinations
17. In 1453 the Ottomans captured Constantinople. Which statement best explains the significance of this event?
- (A) The conquest placed Ottoman rulers under the authority of the Pope
 - (B) Mongol forces led the attack on behalf of the Ottomans
 - (C) The city was taken by naval blockade alone, without gunpowder
 - (D) Gunpowder artillery helped breach the walls, ending the Byzantine Empire and giving the Ottomans a strategic capital
 - (E) The conquest transferred Ottoman rule to Persia

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18. Source: A Portuguese captain's report, early sixteenth century (paraphrased).
"We hold the strongest harbors on the coast, build forts and require passes from every ship that sails the monsoon routes. The inland kingdoms are not our concern; the sea is."
The strategy described is best characterized as
(A) a territorial empire based on conquest of inland states
(B) a system of tribute modeled on the Chinese tributary system
(C) a colonial settlement policy seeking large European populations in Asia
(D) a joint-stock partnership with Indian rulers
(E) a trading-post empire based on naval power and fortified coastal bases
19. Source: A table of crops (adapted).
Old World to Americas: wheat, sugarcane, horses, cattle, smallpox.
Americas to Old World: potatoes, maize, manioc, tomatoes, tobacco.
Which was a major consequence of the exchange summarized in the table?
(A) Rapid population decline in Europe because of imported diseases
(B) Stable Native American populations after 1500
(C) A decline in global trade networks
(D) An end to hunger across the Americas
(E) Population growth in Europe and Asia due to new crops, and severe population loss among Native Americans due to disease
20. Source: A Chinese official's memorial, sixteenth century (paraphrased).
"The foreign ships bring silver in great quantity. We now collect land taxes in silver, and merchants of the coast grow rich selling silk and porcelain to the distant barbarians."
The memorial reflects which global economic pattern?
(A) Flows of Spanish American silver into China, where demand for silver drew the empire into the world economy
(B) A Chinese ban on the use of silver as money
(C) Chinese imports of grain from India
(D) The collapse of Chinese exports during the Ming dynasty
(E) Competition from Chinese silver mines that supplied Europe

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SECTION I, PART B Multiple Choice: Questions 21-40

Choose the best answer for each question. Source excerpts are paraphrased in the writer's own words.

21. Source: A description of colonial society in New Spain, eighteenth century (paraphrased).
"At the top stand those born in Spain, then those of Spanish descent born here, then people of mixed ancestry, and at the bottom the Indigenous and African laborers. Rank decides office, dress and marriage."
The social structure described is best known as
(A) a caste system based on Hindu religious law
(B) a meritocracy based on examination results
(C) a feudal system tied to land grants in Europe
(D) a racial hierarchy (the *casta* system) that privileged people born in Spain
(E) an egalitarian society organized by guilds
22. Source: A ship's ledger, 1760 (adapted).
Departure: West African coast, 420 captives loaded.
Arrival: Caribbean island, 361 sold.
Cargo returned: sugar, rum, tobacco.
The demand for the labor described in the ledger was driven mainly by
(A) the need for soldiers to fight European wars
(B) the growth of plantation agriculture producing sugar and other crops for export
(C) the expansion of Chinese demand for slaves
(D) the collapse of African states in the 1700s
(E) the spread of factory work in Caribbean cities
23. Dutch and English merchants raised money by selling shares in trading companies to many investors. Which was the main purpose of the joint-stock company?
(A) To spread the financial risk of expensive and dangerous overseas ventures among many investors
(B) To give the church control of overseas trade
(C) To replace the use of gold and silver with paper money
(D) To eliminate all competition in domestic markets
(E) To end the use of coerced labor in colonies
24. Source: A Portuguese governor's report, seventeenth century (paraphrased).
"Fugitives from the plantations have built a fortified town in the interior, with its own farms, laws and a chosen leader. Our expeditions against it have failed for years."
The community described is best seen as evidence of
(A) the success of plantation owners in controlling labor
(B) a Portuguese policy of religious tolerance
(C) resistance to slavery through the formation of independent maroon societies
(D) the introduction of democracy in Brazil
(E) a trade partnership between planters and Africans
25. Source: A political essay, England, 1689 (paraphrased).
"Government exists to protect the lives, freedom and property of the people. If rulers abuse that trust, the people may remove them and set up a new government."
The ideas in the excerpt most directly influenced which later event?
(A) The unification of Italy
(B) The American colonists' declaration of independence from Britain
(C) The Boxer Rebellion
(D) The Meiji Restoration
(E) The partition of India

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26. Source: A pamphlet, France, 1791 (paraphrased).
"The revolution declared that men are born free and equal in rights. Then let women, who bear and raise the nation, enjoy the same rights and vote on the laws that bind them."
The author of the pamphlet is most clearly
(A) defending the privileges of the nobility
(B) applying revolutionary ideals of equal rights to women
(C) arguing for the restoration of absolute monarchy
(D) opposing Enlightenment natural rights
(E) supporting the Reign of Terror
27. The Haitian Revolution (1791-1804) is historically significant primarily because
(A) it ended slavery everywhere in the Americas
(B) it created a constitutional monarchy under Napoleon
(C) it was led by wealthy plantation owners seeking autonomy
(D) it produced the first independent state in Latin America and the Caribbean founded by formerly enslaved people
(E) it resulted in Haiti becoming a French colony
28. Source: A letter by a Latin American leader, 1815 (paraphrased).
"We who were born here are neither Spanish nor Native. Yet the Crown gives every high post in church, court and army to men from the peninsula, and keeps us in the lowest places despite our property."
The grievance expressed in the excerpt is most characteristic of
(A) peninsulares defending Spanish rule
(B) Native American laborers on haciendas
(C) the American-born elite (creoles) who led independence movements
(D) enslaved Africans on sugar plantations
(E) Spanish bishops opposing independence
29. Source: A government memorandum, Japan, 1870s (paraphrased).
"Our officials shall travel abroad to study the sciences, laws and industries of the West. We shall build railways, found schools and form an army of conscripts so that we are not made a lesser nation."
The policies described most directly aimed to
(A) strengthen Japan economically and militarily to resist Western domination
(B) return power to the shogun
(C) isolate Japan from foreign contact
(D) abolish the emperor's authority
(E) hand control of the economy to foreign companies
30. Source: A decree from a movement in southern China, 1850s (paraphrased).
"Land shall be divided by the size of the family, with women and men receiving equal portions. The foreign drug and idol worship shall be destroyed."
Which condition most helped this movement gain followers?
(A) Strong Qing military victories in Asia
(B) Widespread acceptance of Western commercial ideas
(C) A decline in Chinese population
(D) The stability of the examination system
(E) Peasant distress, population pressure and Qing weakness after defeat in wars with Britain

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31. Source: A petition to a legislature, Britain, early nineteenth century (paraphrased).
"We ask that the buying and selling of human beings be ended. It offends the law of God, and enslaved men are made brutes by this trade."
The petition most clearly reflects the influence of
(A) mercantilist demand for more plantation labor
(B) religious revivalism and Enlightenment ideals of human rights
(C) Marxist class theory
(D) imperial rationales based on social Darwinism
(E) the philosophy of Legalism
32. Source: Coal output (millions of tons), c. 1800.
Britain: 11
France: 1
German states: 2
Which factor best explains why the Industrial Revolution began in Britain rather than elsewhere?
(A) A lack of natural resources that forced innovation
(B) A weak government unwilling to protect property
(C) The absence of overseas colonies
(D) Heavy dependence on slave labor in British factories
(E) Abundant coal and iron, available capital and access to colonial markets and raw materials
33. Source: A pamphlet by two German thinkers, 1848 (paraphrased).
"The history of every society so far has been the history of struggle between classes. The modern factory owners and the propertyless workers now stand face to face."
The pamphlet is best understood as a response to
(A) the spread of the Atlantic slave trade
(B) the social conditions created by industrial capitalism
(C) the rise of Mongol power
(D) a decline of urban life
(E) a rise in agricultural subsistence farming in Europe
34. Source: An account of a European conference, 1884-1885 (paraphrased).
"The great powers met in the capital to agree on rules for claiming African coasts and rivers. No African ruler was asked to attend."
A long-term result of the process described was
(A) the creation of colonial borders that ignored existing ethnic and political boundaries
(B) the founding of independent African states by the powers
(C) the elimination of European rivalry
(D) an increase in African political power
(E) the abolition of colonial rule in Africa
35. Source: A soldier's statement, India, 1857 (paraphrased).
"We were told the new rifle cartridges were greased with animal fat. To bite them would defile Hindu and Muslim alike. We rose because the company showed no respect for our faith."
A major result of the rebellion described was
(A) the transfer of rule from the East India Company to the British Crown
(B) the immediate independence of India
(C) an agreement to divide India between Britain and France
(D) the withdrawal of the British from the subcontinent
(E) the end of the railway system

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36. Source: A labor contract, 1880s (adapted).
"The worker agrees to labor on the plantation for five years in exchange for passage, housing and a small wage. Return passage is not guaranteed."
The growth of contracts like this one is best explained by
(A) the end of colonial rule in South Asia
(B) a growing market for slaves in the Atlantic
(C) labor demand on plantations and mines after the abolition of slavery, met by workers from India and China
(D) government efforts to prevent migration
(E) the decline of global trade after 1850
37. Source: Terms of a treaty, China, 1842 (paraphrased).
"The Qing court shall cede an island port, open five ports to foreign trade, pay an indemnity and recognize equal diplomatic status of British officials."
The treaty most clearly demonstrates
(A) the use of industrial-era military power to force unequal commercial terms on Qing China
(B) a Qing victory over the British Navy
(C) China's voluntary move to free trade
(D) a British decision to abandon the opium trade
(E) the end of British interest in China
38. Source: A magazine essay, 1899 (paraphrased).
"It is the duty of the advanced nations to bring order, schooling and religion to backward peoples, even if they do not at first welcome it."
Arguments like the one in the excerpt were used to
(A) support the right of colonies to self-rule
(B) criticize industrial capitalism
(C) promote Pan-African unity
(D) justify imperial expansion by claiming a civilizing mission
(E) defend traditional Confucian ethics
39. Source: A newspaper account, 1914 (paraphrased).
"An archduke is killed by a nationalist in a Balkan city. Within weeks, one power declares war, another rushes to defend its ally, and a third mobilizes its army."
Which factor best explains how the local crisis became a continental war?
(A) The League of Nations' intervention
(B) The immediate involvement of the United States
(C) The collapse of the Chinese Empire
(D) The spread of the Great Depression
(E) A system of alliances that linked the great powers to one another
40. Source: A government poster, 1917 (paraphrased).
"Women of the nation, take the place of men in the munitions works. Save food, buy bonds, and help our fighters win."
The poster reflects which feature of World War I?
(A) Limited war fought only by professional soldiers
(B) Isolation of civilians from the war economy
(C) Total war, in which governments mobilized entire societies, including women, for the war effort
(D) The collapse of industrial production
(E) An end to government regulation of the economy

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SECTION I, PART C Multiple Choice: Questions 41-55

Choose the best answer for each question. Source excerpts are paraphrased in the writer's own words.

- 41.** Source: A government plan, USSR, 1929 (paraphrased).
"Farmland shall be pooled into large state-directed farms, and factories shall produce steel and machines at targets set by the plan, so that we will catch up with the advanced nations within a decade."
The policies described most directly reflect
(A) laissez-faire capitalism
(B) a command economy emphasizing rapid industrialization and collectivization
(C) private land ownership for peasants
(D) the New Economic Policy of the early 1920s
(E) a plan to restore the tsarist system
- 42.** Source: Unemployment rates (percent).
United States: 1929: 3; 1932: 24
Germany: 1929: 8; 1932: 30
The data best support which conclusion about the early 1930s?
(A) The global economy was stable and expanding
(B) Only the United States experienced a downturn
(C) The Great Depression had severe global effects and increased pressure on governments to intervene
(D) Governments had little role in the economy
(E) Industrial nations were unaffected by banking collapse
- 43.** Source: A law of the Reich, 1935 (paraphrased).
"Only persons of German blood may be citizens. Marriage between Jews and citizens is forbidden, and Jews are barred from public office."
The laws described reflect the Nazi regime's
(A) policy of religious tolerance
(B) commitment to democracy
(C) racial ideology that led to persecution and eventually genocide
(D) effort to expand voting rights
(E) alliance with the Soviet Union against Poland
- 44.** Source: A newspaper report, India, 1930 (paraphrased).
"The leader and his followers walked for weeks to the sea, where he lifted a handful of salt in defiance of the colonial salt monopoly. Thousands followed him to jail."
The march described is best understood as an example of
(A) armed insurrection against British troops
(B) negotiation by the viceroy's council
(C) a protest by industrial workers over wages
(D) collaboration with the colonial administration
(E) nonviolent civil disobedience used to challenge colonial authority
- 45.** Source: A presidential address, 1947 (paraphrased).
"It must be our policy to support free peoples who are resisting attempts at subjugation by armed minorities or by outside pressures."
The policy announced in the address is best described as
(A) appeasement of the Soviet Union
(B) containment of the spread of communism
(C) isolationism toward Europe
(D) support for decolonization in Africa
(E) a plan for a single world government

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46. Source: A speech, 1947 (paraphrased).
"The ruler of the departing empire has agreed to divide the land. Millions are now crossing the new border in fear."
The event described resulted from
(A) the Soviet invasion of Afghanistan
(B) the British withdrawal from India and its division into India and Pakistan along religious lines
(C) the Korean War armistice
(D) the Chinese Revolution
(E) the collapse of the Ottoman Empire
47. Source: A report from rural China, 1959 (paraphrased).
"Peasants were gathered into huge communes, and they melted pots in backyard furnaces to make steel. Fields were neglected, and there was not enough grain by the next year."
The campaign described is most closely associated with
(A) the Great Leap Forward, which led to economic failure and widespread famine
(B) the Meiji Restoration
(C) Deng Xiaoping's market reforms of the 1980s
(D) a successful program of industrial growth
(E) the New Economic Policy
48. Source: A communique from a conference of Asian and African states, 1955 (paraphrased).
"The delegates declared opposition to colonialism in all its forms and pledged to resist domination by the great blocs."
The conference most directly contributed to
(A) the formation of NATO
(B) the creation of the Warsaw Pact
(C) the end of the Korean War
(D) the formation of the European Union
(E) the emergence of a Non-Aligned Movement among newly independent states
49. The Korean War (1950-1953) is best described as
(A) a proxy conflict in which the superpowers backed opposing sides without fighting each other directly
(B) a war between the Soviet Union and the United States
(C) a conflict that ended with the unification of Korea
(D) a struggle fought only with nuclear weapons
(E) a colonial war between Korea and Japan
50. Source: A speech, 1957 (paraphrased).
"From today, our country is free and no longer a colony. Our independence is meaningless unless it is linked to the freedom of the whole continent."
The speaker's statement most directly reflects
(A) the spread of British imperialism
(B) the formation of the Warsaw Pact
(C) the belief in permanent colonial rule
(D) pan-African ideals that accompanied decolonization after World War II
(E) the consolidation of apartheid
51. Source: A development report, 1970s (paraphrased).
"New seed varieties, fertilizers and irrigation raised wheat and rice yields sharply. Yet small farmers who could not afford the inputs fell into debt, and chemical runoff damaged rivers."
The report describes the effects of
(A) the Columbian Exchange
(B) the Green Revolution, which increased food output while creating economic and environmental problems
(C) the Berlin Conference
(D) the Marshall Plan
(E) the Opium Wars

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52. Source: A trade summary (adapted).
Tariffs on manufactured goods among member states fell from 40 percent in 1950 to under 5 percent by 2000, and many states joined a global trade body.
These developments are best seen as part of
(A) economic globalization led by institutions that lowered barriers to trade
(B) a worldwide return to protectionism
(C) the end of the Cold War arms race
(D) the collapse of multinational corporations
(E) the decline of international finance
53. Source: A news story about a climate agreement, 2015 (paraphrased).
"Rich countries pledged money to help poorer countries adopt clean energy, but delegates from some developing nations argued that industrialized countries caused most past emissions and should carry greater responsibility."
The debate in the excerpt best illustrates
(A) a lack of scientific evidence for climate change
(B) universal agreement on emission limits
(C) tension between developed and developing countries over how to share the costs of addressing climate change
(D) the irrelevance of national interests
(E) the end of international cooperation
54. Source: A news analysis, 2011 (paraphrased).
"Protesters organized through messages sent on phones and social platforms, drawing crowds in several capitals within days and sharing videos with audiences abroad."
The passage best illustrates how
(A) governments have lost interest in communication
(B) digital communication technologies have enabled rapid, transnational political mobilization
(C) print media dominate political organization
(D) television limits public participation
(E) protests cannot cross national borders
55. Source: A policy review, 1980s (paraphrased).
"The state created coastal zones where foreign firms could build factories with tax breaks, while keeping party control of politics. Exports and incomes rose quickly."
The policies described are most closely associated with
(A) Mao Zedong's Cultural Revolution
(B) the Meiji Restoration
(C) the Soviet Five-Year Plans
(D) the Great Leap Forward
(E) Deng Xiaoping's market-oriented reforms in communist China

QUESTION 1 SAQ 1: Secondary Source (Mongol Empire)

Read the passage and answer (a), (b) and (c). Source: summary of a historian's argument (paraphrased). "The Mongol conquests were destructive and constructive at once. Armies leveled cities and ended old dynasties, but the khans then policed a huge zone in which merchants, envoys, missionaries and craftsmen moved with unusual safety. Along with silk, spices and skills traveled new technologies, foods and also disease."

56. (a) Identify ONE specific piece of evidence from the period 1200 to 1450, not found in the passage, that supports the historian's argument that Mongol rule encouraged exchange.
57. (b) Identify ONE specific piece of evidence from the period 1200 to 1450, not found in the passage, that supports the historian's claim that Mongol expansion was destructive or harmful.
58. (c) Explain ONE way in which the movement of people or goods under Mongol rule had a lasting effect on societies outside the Mongol realm.

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QUESTION 2 SAQ 2: Primary Source (Meiji Japan)

Read the source and answer (a), (b) and (c). Source: A proclamation of the new Japanese government, 1868 (paraphrased). "Councils shall be widely held and all matters settled by open discussion. High and low shall be of one mind in carrying out the work of the state. Old, unreasonable customs shall be set aside in favor of just principles, and knowledge shall be sought throughout the world so that the foundations of imperial rule are made strong."

- 59. (a) Identify ONE historical circumstance that helps explain why the government issued this proclamation.
- 60. (b) Identify ONE intended audience or purpose of the proclamation.
- 61. (c) Explain ONE way in which the policies of the Meiji government in the following decades reflected the ideas in the source.

QUESTION 3 SAQ 3: Land-Based Empires (No Stimulus)

Answer (a), (b) and (c).

- 62. (a) Identify ONE way in which a ruler of a land-based empire between 1450 and 1750 legitimized his authority.
- 63. (b) Identify ONE way in which a ruler of a DIFFERENT land-based empire during the same period legitimized his authority.
- 64. (c) Explain ONE difference between the two methods you identified, or ONE way in which each ruler's method addressed the religious diversity of his empire.

DOCUMENT-BASED QUESTION DBQ: Governments and Industrialization

Evaluate the extent to which governments shaped the process of industrialization in the period 1750 to 1914. Use at least six of the seven documents and add one piece of evidence beyond them. Sources are paraphrased summaries written for practice. Document 1. A British Member of Parliament, speech on factory regulation, 1832 (paraphrased): "Let the state keep out of the mills. Private competition built these factories and will carry our prosperity further. Yet I grant that Parliament must decide whether small children may work through the night, for no master can be trusted to forgo that profit alone." Document 2. A German economist, book on national economy, 1841 (paraphrased): "Free trade serves the nation that is already ahead. A young manufacturing nation needs protective tariffs to shelter its first mills until they can stand against English goods; the wise state raises the wall for a time and then lowers it." Document 3. A Japanese government finance report, 1880 (paraphrased): "The state built model silk mills, shipyards and mines and hired foreign experts to run them. Because the state cannot manage all industry forever, we now sell these works to private firms and expect them to expand." Document 4. The Russian minister of finance, memorandum to the tsar, 1899 (paraphrased): "Our empire cannot rely on private enterprise alone. The treasury must build railways, buy iron rails from domestic works, and borrow from foreign lenders, so that heavy industry rises in a generation." Document 5. A British consul in Egypt, report to his government, 1838 (paraphrased): "The pasha owns the cotton mills, forces peasants to work in them and sets the prices. But since the treaty lowered his customs duties, English cloth floods the market and his factories lose money; many stand idle." Document 6. An Indian nationalist writer, essay on the economy of India, 1901 (paraphrased): "Our government lets British cloth enter without duty while Indian weavers are ruined. The railways were built with our taxes to carry British goods inland and Indian raw cotton to the ports. A government that does not answer to the people can hardly serve their industry." Document 7. A Chinese provincial official, memorial to the throne, 1872 (paraphrased): "We have opened an arsenal to build steamships and cannon and a steamship company to carry grain and compete with foreigners. We need machines and engineers, but the old officials block change, and the money promised is not paid."

- 65. Write the document-based essay.

LONG ESSAY QUESTION LEQ: Choose One of Three Prompts

Choose ONE of the following three prompts and write a historical argument. Each prompt is scored on the same 6-point rubric. Prompt 1 (1200-1750). Evaluate the extent to which the Mongol conquests changed trade and cultural exchange across Eurasia in the period 1200 to 1450. Prompt 2 (1450-1900). Evaluate the extent to which the Columbian Exchange transformed societies in the Americas and Afro-Eurasia in the period 1450 to 1750. Prompt 3 (1750-2001). Compare the ways in which two states or regions responded to Western imperial expansion in the period 1750 to 1914.

- 66. Write the long essay on the prompt you chose.

Answers Practice Exam: Answers and Explanations

Answers for every practice problem, numbered to match. Read the explanation even when your answer is correct.

E1 Practice Exam 1

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SECTION I, PART A · MULTIPLE CHOICE: QUESTIONS 1-20

1. D. Faster-ripening rice raised yields, which fed more people, enlarged cities and fueled commercial exchange under the Song. The option "Mongol sponsorship of irrigation across the Yangzi region" fails because the Mongols conquered the Song only after 1270 and the excerpt is set earlier.
2. C. Abbasid patrons supported translation and original scholarship that drew on Greek, Persian and Indian traditions. The option "A policy that suppressed all non-Islamic learning" is wrong because the excerpt shows non-Islamic texts being actively collected, not suppressed.
3. D. Mali's rulers taxed and controlled the gold fields and the caravan trade across the Sahara. The option "profits from the Atlantic trade in enslaved people" is anachronistic because the Atlantic slave trade expanded after the 1400s, and the source is dated 1324.
4. C. In both regions, local warrior elites (knights and samurai) held land and owed service to lords, which kept central authority weak. The option "A centralized bureaucracy chosen by examination ran both societies" fits Song and Ming China, not feudal Europe or Japan.
5. D. The Inca mit'a organized labor service for the state, which then redistributed goods. The option "a market-based wage system common to Mesoamerican city-states" is wrong because the Inca had no money economy and relied on reciprocity and redistribution rather than wages.
6. E. Mongol security and relay stations lowered the risks of travel, a situation often called the Pax Mongolica. The option "A sharp decline in overland trade as maritime routes took over" is wrong because overland trade rose in this period; maritime trade also grew, but it did not displace the land routes.
7. E. Swahili city-states such as Kilwa combined Bantu languages and institutions with Islamic and Arabic influences through monsoon-driven trade. The option "The forced resettlement of Africans by the Portuguese Empire" is wrong because Portuguese arrival came in the late 1400s, after the period of the source.
8. C. With a large share of the population dead, surviving workers could demand better pay or leave, which undermined serfdom in much of western Europe. The option "A rapid increase in population that strained food supplies" is wrong because the population fell sharply and took generations to recover.
9. D. Confucian officials criticized the expense of the treasure fleets and the dynasty faced threats along its northern border. The option "a defeat of the Ming navy by the Portuguese" is wrong because the Portuguese did not reach Asia until decades later.
10. B. Islam moved along trade networks, with merchants intermarrying and Sufi mystics adapting teachings to local culture, so rulers and subjects gradually converted. The option "Conquest of the region by the Abbasid army" is wrong because no Abbasid army ever invaded the region.
11. A. The devshirme produced an elite (including janissaries) dependent on the sultan, limiting the rise of rival noble families. The option "weaken the power of the Muslim clergy" is wrong because the recruits were converted to Islam and served within the system.
12. D. State-sponsored Shi'ism gave the Safavids a distinct identity and fueled wars with the Sunni Ottomans over border territory. The option "It reunited Sunni and Shi'a Muslims under a single caliph" is wrong because the policy sharpened the divide rather than healing it.
13. E. Akbar's tolerance and alliances with Rajput elites broadened support for a Muslim dynasty ruling a mostly Hindu population. The option "replace Islam with Hinduism as the state religion" is wrong because Akbar kept Islam as the court faith while limiting discrimination; he did not replace it.
14. D. Peter the Great imitated European practices to modernize the army, navy and administration. The option "Ending serfdom and creating a free peasantry" is wrong because serfdom actually expanded under Peter and later tsars.
15. C. Sankin-kotai forced daimyo to maintain two households and left hostages in Edo, which strengthened Tokugawa control. The option "encourage regional lords to adopt Western weapons" is wrong because Tokugawa Japan restricted foreign influence and Christianity.
16. A. The queue order made submission visible and was used to identify supporters of the conquered Ming. The option "Adopting Confucian practices to replace Manchu identity" is wrong because the Qing kept Manchu identity distinct even while borrowing Confucian institutions.
17. D. Large cannon cast for Mehmed II broke through the old walls, a symbol of the power of gunpowder empires. The option "The city was taken by naval blockade alone, without gunpowder" is wrong because the artillery bombardment was central to the victory.
18. E. Portugal controlled sea lanes with forts and a pass system instead of conquering large inland regions. The option "a territorial empire based on conquest of inland states" is wrong because Portugal's Asian presence was small and coastal, unlike Spain's conquests in the Americas.
19. E. New staples such as potatoes and maize supported larger populations in Eurasia and Africa, while epidemics devastated Indigenous peoples. The option "Rapid population decline in Europe because of imported diseases" is wrong because the disease transfer ran mainly from the Old World to the Americas.
20. A. American silver from Potosi and Mexico, routed partly through Manila, flowed to China because Chinese goods were in high demand and the state increasingly used silver for taxes. The option "A Chinese ban on the use of silver as money" is wrong since silver became the standard medium of exchange.

SECTION I, PART B · MULTIPLE CHOICE: QUESTIONS 21-40

21. D. The caste system ranked people by birth and ancestry, with peninsulares at the top. The option "a caste system based on Hindu religious law" is wrong because that describes India's varna and jati, not Spanish America.
22. B. Sugar plantations were labor-intensive and profitable, so enslavers purchased millions of Africans. The option "the expansion of Chinese demand for slaves" is wrong because the transatlantic trade supplied Atlantic plantation economies, not Chinese demand.
23. A. Joint-stock companies like the Dutch East India Company let investors pool capital and share risks and profits. The option "To eliminate all competition in domestic markets" is wrong because companies sought monopolies in overseas trade, not an end to competition at home.
24. C. Maroon communities such as Palmares in Brazil sheltered runaways and challenged colonial power. The option "the success of plantation owners in controlling labor" is wrong because the fortified town was a direct failure of control.
25. B. Locke's natural rights and right of revolution appear in the Declaration of Independence (1776). The option "The Meiji Restoration" is wrong because the Meiji reformers aimed to strengthen the state, not justify revolution by natural rights.
26. B. Olympe de Gouges wrote the Declaration of the Rights of Woman to point out that the rights of man excluded women. The option "defending the privileges of the nobility" is wrong because the author uses Enlightenment language, not defense of privilege.

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27. D. Led by figures such as Toussaint Louverture and Jean-Jacques Dessalines, the revolution defeated French forces and created Haiti. The option "it ended slavery everywhere in the Americas" is wrong because slavery persisted in many places, such as Brazil, Cuba and the United States, long afterward.
28. C. Creoles resented exclusion from top offices and later led movements such as those of Bolivar and San Martin. The option "peninsulares defending Spanish rule" is wrong because peninsulares held the posts the author complains about.
29. A. The Meiji government pursued rapid centralization and industrialization to avoid the fate of China. The option "isolate Japan from foreign contact" is wrong because it describes the Tokugawa policy that the Meiji reversed.
30. E. The Taiping Rebellion drew on economic hardship and resentment of Qing rule, which was weakened after the Opium War. The option "Strong Qing military victories in Asia" is wrong because Qing military setbacks, not victories, created opportunity.
31. B. Abolitionists such as Quakers and evangelical Christians joined Enlightenment arguments in campaigns that led Britain to abolish its slave trade in 1807. The option "mercantilist demand for more plantation labor" is wrong because mercantilists generally favored the trade.
32. E. Britain had accessible coal and iron, a banking system and profit from empire, which combined to support mechanized industry. The option "Heavy dependence on slave labor in British factories" is wrong because factory labor was mostly free wage labor, though cotton imports depended on enslaved labor abroad.
33. B. Marx and Engels wrote The Communist Manifesto in reaction to class conflict in industrializing Europe. The option "a decline of urban life" is wrong because industrialization greatly expanded urban populations.
34. A. The Berlin Conference set rules for the partition of Africa, and the lines drawn often divided or combined peoples, shaping later conflicts. The option "the elimination of European rivalry" is wrong because the scramble heightened rivalry among European states.
35. A. After the Sepoy Rebellion the Government of India Act (1858) ended Company rule and began the British Raj. The option "the immediate independence of India" is wrong because independence came only in 1947.
36. C. Indentured laborers from India and China replaced enslaved workers in the sugar, rubber and mining sectors. The option "a growing market for slaves in the Atlantic" is wrong because the Atlantic slave trade was ending, which created the demand for contract labor.
37. A. The Treaty of Nanjing ended the First Opium War and opened treaty ports. The option "a Qing victory over the British Navy" is wrong because Britain's steam gunboats prevailed.
38. D. Rationales such as the white man's burden and social Darwinism legitimized colonial conquest. The option "support the right of colonies to self-rule" is wrong because such writers denied or delayed self-rule.
39. E. Interlocking alliances between the Triple Entente and the Triple Alliance turned a Balkan assassination into a general war. The option "The immediate involvement of the United States" is wrong because the United States entered only in 1917.
40. C. Total war meant rationing, propaganda and civilian labor, and many women entered factory jobs. The option "Limited war fought only by professional soldiers" is wrong because the war drew on conscripts and civilian production.

SECTION I, PART C · MULTIPLE CHOICE: QUESTIONS 41-55

41. B. Stalin's Five-Year Plans and collectivization put the economy under state control. The option "the New Economic Policy of the early 1920s" is wrong because the NEP allowed limited private trade and was abandoned in 1928.
42. C. Rising unemployment in major economies led to state action and support for radical movements. The option "Only the United States experienced a downturn" is wrong because Germany also showed a steep rise.
43. C. The Nuremberg Laws institutionalized antisemitism and preceded the Holocaust. The option "alliance with the Soviet Union against Poland" is wrong because the 1939 pact with the USSR was a separate diplomatic move, not described here.
44. E. Gandhi's Salt March used mass noncooperation to expose the injustice of colonial laws. The option "armed insurrection against British troops" is wrong because the campaign was committed to nonviolence.
45. B. The Truman Doctrine pledged aid to Greece and Turkey to resist communist expansion. The option "isolationism toward Europe" is wrong because the policy committed the United States to active involvement abroad.
46. B. The 1947 partition created two states and triggered mass migration and communal violence. The option "the collapse of the Ottoman Empire" is wrong because the Ottoman collapse came after World War I.
47. A. The Great Leap Forward (1958-1962) caused one of history's deadliest famines. The option "Deng Xiaoping's market reforms of the 1980s" is wrong because Deng's reforms began in 1978 and moved away from the methods of the Great Leap Forward.
48. E. Bandung (1955) laid the groundwork for nonalignment, as leaders such as Nehru, Nasser and Sukarno sought independence from both superpowers. The option "the creation of the Warsaw Pact" is wrong because the Warsaw Pact was a Soviet-led alliance formed the same year.
49. A. UN forces led by the United States fought North Korea and later China, while the USSR provided support, demonstrating Cold War proxy conflict. The option "a war between the Soviet Union and the United States" is wrong because Soviet and American armies did not formally fight each other.
50. D. Kwame Nkrumah led Ghana to independence in 1957 and urged African unity. The option "the formation of the Warsaw Pact" is wrong because the speaker concerns African freedom, not eastern European security.
51. B. High-yield varieties boosted food supply in Asia and Latin America but required costly inputs. The option "the Columbian Exchange" is wrong because the Columbian Exchange occurred in the sixteenth century.
52. A. Agreements such as GATT and later the WTO reduced tariffs and expanded trade. The option "a worldwide return to protectionism" is wrong because the data show falling barriers.
53. C. Disputes over responsibility, history and development complicate agreements such as the Paris Accord. The option "the irrelevance of national interests" is wrong because national economic interests drive the negotiation.
54. B. The Arab Spring movements showed how social media helped citizens coordinate and publicize protests. The option "print media dominate political organization" is wrong because the example features digital rather than print organization.

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55. E. Special Economic Zones attracted foreign investment while the Communist Party kept political control. The option "Mao Zedong's Cultural Revolution" is wrong because Mao's policies rejected capitalist incentives.

QUESTION 1 · SAQ 1: SECONDARY SOURCE (MONGOL EMPIRE)

56. (a) 1 point: any accurate, specific example of exchange, such as the yam relay-station system and the paiza passport, the travels of Marco Polo or Rabban Sauma, Persian and Chinese specialists serving at each other's courts, or the diffusion of Chinese inventions (gunpowder, paper, printing, the compass) westward. A vague statement such as 'trade increased' earns nothing.
57. (b) 1 point: an accurate, specific example of destruction, such as the sack of Baghdad in 1258 and the end of the Abbasid Caliphate, the devastation of Central Asian cities like Merv and Bukhara, or the conquest of the Rus principalities and Kievan Rus. Naming only 'battles' is not enough.
58. (c) 1 point: an explained lasting effect, for example: the diseases that moved along the trade routes (the Black Death in the fourteenth century) changed the labor system of western Europe by making labor scarce; or Chinese technologies such as gunpowder and printing reached Europe and the Middle East and later reshaped warfare and literacy. Either must be linked to people or goods moving under Mongol-era networks, not just named.

QUESTION 2 · SAQ 2: PRIMARY SOURCE (MEIJI JAPAN)

59. (a) 1 point: a relevant context, such as the threat posed by Western powers after Commodore Perry's arrival in 1853 and the unequal treaties, the collapse of Tokugawa authority, or the need to unite domains behind the restored emperor.
60. (b) 1 point: a plausible purpose or audience, such as reassuring samurai and domain lords that the new regime would consult them, building support for centralized rule, or signaling to foreign powers that Japan would modernize.
61. (c) 1 point: an explained policy link, such as sending the Iwakura Mission abroad to study Western institutions, building railways and state-sponsored factories, creating a conscript army, adopting the 1889 constitution with an elected Diet, or founding a national school system; the response must show how the policy matches 'seeking knowledge throughout the world' or strengthening the state.

QUESTION 3 · SAQ 3: LAND-BASED EMPIRES (NO STIMULUS)

62. (a) 1 point: an accurate example such as the Ottoman sultan's claim as defender of Sunni Islam and later caliph, Mughal patronage of art and architecture like the Taj Mahal, Safavid promotion of Twelver Shi'ism, Qing emperors' use of Confucian ritual, Russian tsars' Orthodox link, or Tokugawa shoguns' title from the emperor.
63. (b) 1 point: an accurate example from a different empire than (a), which must be named or clearly identifiable.
64. (c) 1 point: an explained difference or comparison. A strong answer, for example, contrasts Safavid use of a single state religion (Shi'ism) with Mughal Akbar's inclusion of Hindu elites and tolerance, or the Ottoman millet system's recognition of non-Muslim communities. A simple restatement of (a) and (b) does not earn the point.

DOCUMENT-BASED QUESTION · DBQ: GOVERNMENTS AND INDUSTRIALIZATION

65. Scoring (7 points).

1 point, Thesis: a historically defensible claim that answers the prompt and establishes a line of reasoning, such as: 'Between 1750 and 1914 governments shaped industrialization to a great extent, because states in latecomer countries such as Japan, Russia and Germany promoted industry through tariffs, railways and state-built factories, whereas in colonies such as India and Egypt the policies of imperial powers held industrial growth back; however, in Britain the first industrialization owed more to private enterprise.' A restatement of the prompt or a thesis that only lists documents earns nothing.

1 point, Contextualization: describes a broader event or process relevant to the topic, such as Britain's early lead in mechanized textiles and the spread of steam power and railways, the Napoleonic Wars and rise of nationalism in Germany, the Opium Wars and Western pressure on Asia, or the expansion of imperial markets. It must be more than one sentence of name-dropping and must connect to the argument.

2 points, Evidence from documents: 1 point for accurately describing or quoting the content of at least three documents; a second point for using the content of at least six documents to support the argument. For example, Documents 2, 3, 4 and 7 show active state promotion in Germany, Japan, Russia and China; Documents 5 and 6 show state or imperial policy that hindered industry; Document 1 shows limited state action in Britain.

1 point, Evidence beyond the documents: one specific piece not found in the documents that supports the argument, such as the Zollverein customs union of 1834, Meiji conscription and the zaibatsu, Russian Trans-Siberian Railway, Bismarck's tariff of 1879, the British Navigation Acts, or the decline of Indian textiles after Britain's tariff policy.

1 point, Sourcing (analysis): explains how the point of view, purpose, historical situation or audience of at least three documents affects its value. For example, Document 5 is a foreign consul reporting to his government, so he may exaggerate the weakness of Egypt's state-led industry to justify the liberal treaty; Document 6 is a nationalist essay intended to attack British rule, so it stresses harm and ignores any benefits of the railways; Document 4 is a memorandum to the tsar, so it is written to persuade the ruler to fund the program. A mere label such as 'the author is Japanese' does not earn the point.

1 point, Complexity: shows a nuanced understanding by explaining both similarities and differences, change over time or multiple causes, such as noting that governments shaped industrialization both by promoting it (Japan, Russia) and by suppressing it (colonial India), or that private enterprise in Britain relied on state-supported empire and naval power, or that tariffs were helpful only when paired with investment in education and railways. The nuance must be developed, not a single phrase like 'however'.

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LONG ESSAY QUESTION · LEQ: CHOOSE ONE OF THREE PROMPTS

66. Scoring (6 points, same for any prompt).

1 point, Thesis: a defensible claim that responds to the prompt with a line of reasoning, in the introduction or conclusion. Prompt 1 example: 'The Mongol conquests changed the scale and security of Eurasian exchange to a considerable extent, but they built on existing Silk Road networks rather than creating them, and the same networks spread disaster as well as prosperity.' Prompt 2 example: 'The Columbian Exchange transformed population, diet and labor systems on both sides of the Atlantic, but the transformation was far more destructive in the Americas than in Eurasia.' Prompt 3 example: 'Japan responded to Western pressure with rapid state-led modernization, while China's Qing government, constrained by internal rebellion and a slower reform program, was forced into unequal treaties; in both cases leaders adopted elements of Western technology.'

1 point, Contextualization: a broader process before or during the period, such as the rise of the Song and Abbasid trade networks and the steppe confederations (P1), the Portuguese and Spanish maritime voyages and the Reconquista (P2), or the industrial revolution and the Qing/Tokugawa political situation (P3).

2 points, Evidence: 1 point for two or more specific, accurate examples (for P1, the yam system, the sack of Baghdad, the Black Death, Marco Polo, Yuan and Il-khanate courts; for P2, smallpox and the fall of the Aztecs and Inca, potatoes and maize in Europe and China, sugar plantations and the Atlantic slave trade, horses on the Plains; for P3, Perry's arrival, the Meiji reforms, the Opium Wars, the Taiping Rebellion, self-strengthening, the Ottoman Tanzimat); a second point for using that evidence to support the argument and not merely listing it.

2 points, Analysis and reasoning: 1 point for using the target reasoning skill (P1 continuity and change; P2 causation or change; P3 comparison) with explanation of similarities and differences, causes and effects, or continuities and changes; 1 point for complexity, such as qualifying the thesis with a counterexample, considering multiple factors, or noting a different outcome in a different area (the Mongols both destroyed trade centers and created security; the Columbian Exchange benefited some Europeans and Africans and harmed Indigenous peoples; Japan and China differed in speed but both kept some Confucian values). Complexity must be developed with evidence.

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Appendix: Reference.

Timeline, comparison charts, glossary, and a skills checklist for last-minute review.

R.1 Timeline, Themes, and Comparison Charts

A quick-reference set: master timeline, unit map, empire and revolution comparisons, and key terms organized by theme.

Use this reference to review chronology and to practice comparison. Dates are standard and approximate where marked with c. For each row, ask yourself which theme it fits and which other period it connects to.

Unit	Dates	Big ideas to recall
1 Global Tapestry	c. 1200-1450	Song China, Abbasid and Seljuk Islamic world, Delhi Sultanate, Mali, Aztecs and Incas, Feudal Europe; states compared
2 Networks of Exchange	c. 1200-1450	Silk Roads, Mongol Empire, Indian Ocean, trans-Saharan trade, Black Death, diffusion of religions and technology
3 Land-Based Empires	c. 1450-1750	Gunpowder empires (Ottoman, Safavid, Mughal), Ming and Qing, Russia, Tokugawa; legitimacy and administration
4 Transoceanic Interconnections	c. 1450-1750	Portuguese and Spanish exploration, Columbian Exchange, maritime empires, silver, Atlantic slave trade
5 Revolutions	c. 1750-1900	Enlightenment, Atlantic revolutions, nationalism, Industrial Revolution begins, reactions and reforms
6 Consequences of Industrialization	c. 1750-1900	Imperialism, economic imperialism, migration, resistance, abolition, new global economy
7 Global Conflict	c. 1900-present	Two world wars, interwar crisis, fascism, genocide, total war
8 Cold War and Decolonization	c. 1900-present	Superpower rivalry, proxy wars, end of empires, new states, communism
9 Globalization	c. 1900-present	Technology, institutions, environmental change, culture, resistance, new challenges

How to use the timeline

Memorize these anchor dates: 1206 or 1271 (Mongols), 1347 (plague), 1453, 1492, 1776 and 1789, 1914, 1945, 1991.

For each anchor date, remember one cause and one effect. That gives you SAQ and LEQ evidence at once.

Remember that events cross unit boundaries: Atlantic slavery, silver trade, and colonialism begin in Unit 4 and shape Units 5 and 6.

Date	Event	Why it matters
1206	Temujin proclaimed Genghis Khan; Delhi Sultanate founded	Start of Mongol unification; Islamic rule in North India
c. 1230s	Sundiata founds Mali	Gold-based West African empire
1258	Mongols sack Baghdad	End of Abbasid caliphate in Baghdad
1271-1279	Kublai Khan founds Yuan dynasty and conquers Song	Mongol rule over all China
c. 1325	Mexica found Tenochtitlan; Mansa Musa's pilgrimage 1324-25	Aztec capital; Mali's wealth known abroad
1347-1351	Black Death in Eurasia and North Africa	Population loss, labor shortages, social change
1368	Ming dynasty founded	Restoration of Han Chinese rule

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Date	Event	Why it matters
1405-1433	Zheng He's seven voyages	Chinese maritime power in the Indian Ocean
1453	Ottomans capture Constantinople	End of Byzantine Empire; gunpowder siege warfare
1492	Columbus reaches the Caribbean	Start of the Columbian Exchange
1498	Vasco da Gama reaches Calicut	Direct sea route from Europe to India
1501-1514	Safavid state founded; Ottomans defeat Safavids at Chaldiran 1514	Shia Iran versus Sunni Ottomans
1519-1533	Conquest of the Aztec and Inca Empires	Spanish empire in Americas
1526	Babur founds the Mughal Empire	Gunpowder empire in India
1571	Spanish found Manila; silver trade links Americas and Asia	Global economy begins
1603	Tokugawa shogunate begins	Centralized feudal rule in Japan
1644	Qing dynasty replaces Ming	Manchu rule in China
1776	American Declaration of Independence	First major Atlantic revolution
1789	French Revolution begins	Rights of Man; end of old order
1791-1804	Haitian Revolution	Only successful slave revolt creating a state
c. 1810-1825	Latin American independence movements	Creole-led states in Spanish America
1839-1842	First Opium War	Qing weakness; Treaty of Nanjing
1857	Indian Rebellion	British Crown rule replaces East India Company in 1858
1868	Meiji Restoration	Rapid industrialization of Japan
1884-1885	Berlin Conference	Rules for the Scramble for Africa
1914-1918	First World War	Total war; collapse of four empires
1917	Russian Revolution	Bolsheviks establish first communist state
1929	Great Depression begins	Global economic collapse; rise of dictators
1939-1945	Second World War	Holocaust, atomic bombs, UN created 1945
1947	India and Pakistan independent	Decolonization of South Asia, partition violence
1948	Israel founded	Arab-Israeli conflict
1949	People's Republic of China; NATO founded	Communist victory; Cold War alliances
1955	Bandung Conference	Asian and African solidarity, non-alignment
1957	Ghana independent; Sputnik launched	Sub-Saharan decolonization; space race
1958-1962	Great Leap Forward	Famine in China
1962	Cuban Missile Crisis	Closest approach to nuclear war
1966-1976	Cultural Revolution	Mao's campaign against perceived opponents
1979	Iranian Revolution; Soviet invasion of Afghanistan	Islamist state; Cold War proxy war
1989-1991	Berlin Wall falls (1989); USSR dissolves (1991)	End of the Cold War
1994	Genocide in Rwanda; apartheid ends in South Africa	Atrocity and democratic transition
1995	World Trade Organization established	Institution of economic globalization
1997	Kyoto Protocol adopted	First major emission-limiting treaty
2001	September 11 attacks	Terrorism and global security policy
2008	Global financial crisis	Interdependence of markets

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Date	Event	Why it matters
2015	Paris Agreement	Global climate accord

The table below compares the main land-based empires of 1450-1750, the most common comparison material on SAQs and LEQs.

Empire and dates	Religion and legitimacy	Administration and economy	Challenges
Ottoman, c. 1300-1922	Sunni Islam; sultan as ghazi and later caliph; millet system for non-Muslims	Janissaries from devshirme; timar land grants; Suleiman (1520-1566) codified law; Istanbul trade	Overextension, inflation from American silver, military defeats, decentralization
Safavid, 1501-1736	Twelver Shia Islam as state faith; shah as divine representative	Qizilbash military then slave soldiers; Abbas I (1587-1629) built Isfahan; silk trade	Wars with Ottomans and Uzbeks; Sunni minority resistance; weak successors
Mughal, 1526-1857	Muslim rulers over Hindu majority; Akbar's sulh-i kull; Aurangzeb's stricter policy	Mansabdar system; land revenue; textile and spice exports	Aurangzeb's jizya (1679) and wars in the Deccan; regional rebellion; British East India Company
Ming 1368-1644, Qing 1644-1912	Confucian emperor with Mandate of Heaven; Qing Manchu elite	Civil service examinations; tribute system; silver-for-silk trade; Canton system	Peasant revolts, silver shortage, Opium Wars, Taiping Rebellion
Russia (Romanov), 1613-1917	Orthodox Christianity; autocratic tsar	Expansion into Siberia; serfdom; Peter the Great's westernization and St. Petersburg (1703)	Serfdom, backwardness, defeat in Crimea (1853-56)
Tokugawa Japan, 1603-1868	Shogun ruled in emperor's name; Neo-Confucian order	Daimyo alternate attendance; rice economy; sakoku limited foreign trade	Samurai debt, commoner wealth, Perry (1853)

Revolutions recur on every AP exam. Compare them using causes, leaders, ideology, and outcomes.

Revolution	Causes	Leaders and documents	Outcome
American, 1775-1783	Taxes without representation, Enlightenment ideas, colonial self-rule	Washington, Jefferson; Declaration of Independence (1776)	Independent republic; slavery preserved; limited suffrage
French, 1789-1799	Debt, inequality among estates, Enlightenment, food shortages	National Assembly; Declaration of the Rights of Man; Robespierre, Napoleon	End of absolute monarchy; Napoleonic Code; empire and war
Haitian, 1791-1804	Brutal slavery, French Revolution's ideals, colonial racism	Toussaint Louverture; Dessalines	First Black republic; end of slavery; economic isolation
Latin American, c. 1808-1825	Napoleonic invasion of Spain, creole resentment, Enlightenment	Simon Bolivar, Jose de San Martin, Miguel Hidalgo	Independent states led by creole elites; social hierarchies persisted
Mexican, 1910-1920	Porfirio Diaz's dictatorship, land concentration, peasant poverty	Madero, Zapata, Villa; Constitution of 1917	Land reform and labor rights on paper; one-party dominance later
Chinese, 1911	Qing weakness, foreign pressure, nationalism	Sun Yat-sen	End of imperial rule; warlord era
Russian, 1917	War losses, shortages, autocracy	Lenin, Bolsheviks; Trotsky	Communist state, later USSR under Stalin
Chinese communist, 1949	Civil war, Japanese invasion, peasant grievances	Mao Zedong	People's Republic; land redistribution and one-party rule
Iranian, 1979	Shah's repression, rapid modernization, oil wealth, Islamist opposition	Ayatollah Khomeini	Islamic Republic; anti-Western foreign policy

Finally, here are key terms grouped by theme. Use them as a vocabulary check for each theme.

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- ◆ **ENV** monsoon winds, Columbian Exchange, Black Death, Little Ice Age, deforestation, Green Revolution, greenhouse gases, Kyoto Protocol, Paris Agreement, pandemics, urbanization.
- ◆ **CDI** Neo-Confucianism, Bhakti, Sufism, Renaissance, Protestant Reformation, Enlightenment, nationalism, Pan-Africanism, fundamentalism, popular culture, human rights, feminism.
- ◆ **GOV** tributary system, millet, devshirme, mandate of heaven, divine right, absolutism, republic, mandate, imperialism, fascism, totalitarianism, containment, non-alignment, decolonization.
- ◆ **ECN** mercantilism, joint-stock company, encomienda, mita, plantation, Atlantic slave trade, capitalism, laissez-faire, communism, command economy, neoliberalism, multinational corporation, WTO.
- ◆ **SIO** feudalism, manorialism, caste, patriarchy, serfdom, social contract, class, suffrage, apartheid, genocide, diaspora, refugees, civil rights.
- ◆ **TEC** compass, lateen sail, gunpowder, printing press, steam engine, railroad, telegraph, machine gun, atomic bomb, antibiotics, internet, nuclear power.

R.2 Glossary and Skills Checklist

A glossary of the key terms of the course and a unit-by-unit checklist of skills.

Use the glossary to check vocabulary before each unit test, and use the checklist at the end to confirm that you can perform the key skill for every unit. A term in the glossary should be something you can define and attach to one example.

Term	Meaning
Absolutism	A system in which a monarch claims total authority, as under Louis XIV of France.
Abbasid Caliphate	Islamic dynasty (750-1258) ruling from Baghdad; its capital was a center of learning and trade.
Apartheid	South African system of legal racial segregation, 1948-1994.
Atlantic slave trade	Forced transport of about 12 million Africans to the Americas, 1500s-1800s.
Bandung Conference	1955 meeting of Asian and African states that promoted solidarity and non-alignment.
Bhakti	Hindu devotional movement emphasizing personal love of a deity.
Black Death	Bubonic plague pandemic of 1347-1351 that killed a large share of Eurasia's population.
Bolsheviks	Communist faction led by Lenin that seized power in Russia in 1917.
Caliph	Successor to the Prophet Muhammad as political and religious leader of Muslims.
Capitalism	Economic system based on private ownership, markets, and profit.
Caste	Hereditary Hindu social ranking in South Asia.
Colonialism	Direct political and economic control of a territory by an outside power.
Columbian Exchange	Transfer of plants, animals, people, and diseases between the Eastern and Western Hemispheres after 1492.
Containment	US Cold War policy of preventing the spread of communism.
Creole	Person of European descent born in Spanish America.
Decolonization	Process by which colonies gained independence, mostly 1945-1975.
Devshirme	Ottoman levy of Christian boys trained for the army and administration.
Diaspora	Dispersed population living away from an ancestral homeland.
Divine right	Belief that a monarch's authority comes directly from God.
Dhow	Arab sailing vessel with lateen sails used in the Indian Ocean.
Economic imperialism	Dominating weaker economies through loans, investment, and trade rather than direct rule.
Enlightenment	18th-century movement emphasizing reason, natural rights, and the scientific method.
Fascism	Authoritarian ultranationalist ideology glorifying the state, as in Mussolini's Italy.
Feudalism	System of mutual obligations between lords and vassals in medieval Europe and Japan.
Genocide	Deliberate attempt to destroy a national, ethnic, racial, or religious group.
Globalization	Increasing worldwide economic, cultural, and political interdependence.

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Term	Meaning
Gunpowder empires	Ottoman, Safavid, and Mughal states that used cannon and guns to expand.
Green Revolution	Mid-20th-century spread of high-yield crops, fertilizers, and irrigation.
Hajj	Pilgrimage to Mecca required of Muslims who are able.
Holocaust	Nazi murder of about six million Jews and millions of others, 1933-1945.
Imperialism	Policy of extending a state's power over other territories.
Industrial Revolution	Shift from hand production to machine and factory production, beginning in Britain c. 1760.
Janissaries	Elite Ottoman infantry drawn from the devshirme.
Joint-stock company	Business financed by selling shares, such as the Dutch East India Company.
Laissez-faire	Doctrine that governments should not interfere in the economy.
Mandate	Territory administered by a European power after the First World War under the League of Nations.
Mandate of Heaven	Chinese belief that Heaven grants a dynasty the right to rule and withdraws it when rule is unjust.
Mansa Musa	Ruler of Mali (r. c. 1312-1337) famed for his 1324-25 pilgrimage.
Mercantilism	Policy of building wealth through exports, colonies, and precious metals.
Millet	Ottoman system of self-governing religious communities.
Neocolonialism	Continued economic or political influence by powerful states over former colonies.
Neoliberalism	Policy favoring free markets, privatization, and reduced government spending.
Non-Aligned Movement	Group of states refusing to join either Cold War bloc.
Pan-Africanism	Movement for unity among Africans and people of African descent.
Pax Mongolica	Period of relative stability across Mongol-ruled Eurasia in the 1200s and 1300s.
Proxy war	Conflict in which superpowers support opposing sides without fighting directly.
Scramble for Africa	European partition of Africa, 1880s-1914.
Serfdom	Condition of peasants legally bound to the land and a lord.
Silk Roads	Network of overland and sea trade routes linking China to the Mediterranean.
Social contract	Idea that government rests on an agreement between rulers and the governed.
Sultan	Muslim ruler with political and military authority.
Swahili	African coastal culture and language blending Bantu and Arab-Islamic influences.
Tributary system	Chinese arrangement in which foreign rulers acknowledged the emperor's supremacy and received trade rights.
Total war	Conflict mobilizing the whole economy and population, as in both world wars.
Treaty of Versailles	1919 settlement that ended the First World War and punished Germany.
Urbanization	Growth of cities relative to rural areas.
Zheng He	Ming admiral who led treasure fleets to the Indian Ocean in 1405-1433.

Skills checklist: general

- I can identify a source's historical situation, audience, purpose, and point of view and explain why each matters.
- I can state a defensible thesis with a line of reasoning for a comparison, causation, or continuity and change prompt.
- I can write a contextualization sentence that links a topic to an earlier or later development.
- I can use at least three specific facts, not phrases, in any essay body paragraph.
- I can explain both similarity and difference, or both continuity and change, with a 'because'.

Unit-by-unit checklist. Tick each statement only when you could do it from memory on a timed SAQ:

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Unit	I can ...
Unit 1	Compare Song China, the Islamic world, South Asia, West Africa, the Americas, and Europe; explain how Confucianism, Buddhism, and Islam shaped governments; describe Aztec and Inca administration.
Unit 2	Explain how the Silk Roads, Indian Ocean, and trans-Saharan trade worked; describe the Mongol Empire and Pax Mongolica; explain the Black Death's causes and effects; compare networks.
Unit 3	Compare Ottoman, Safavid, Mughal, Qing, and Russian rule; explain legitimacy and administration; analyze challenges such as tax revenue, rebellion, and silver.
Unit 4	Explain technologies that enabled exploration; describe the Columbian Exchange; analyze Atlantic slavery and mercantilism; explain changes in labor and social hierarchies.
Unit 5	Explain Enlightenment ideas; compare the American, French, Haitian, and Latin American revolutions; analyze causes of industrialization; explain nationalism and reform movements.
Unit 6	Explain motives for imperialism; analyze Indigenous responses; explain causes and effects of migration; describe the global economy and abolition.
Unit 7	Explain causes of both world wars; analyze total war, the Russian Revolution, and the Depression; compare genocides and atrocities; contextualize the rise of dictators.
Unit 8	Explain Cold War origins and proxy wars; compare decolonization in India, Africa, and Southeast Asia; analyze postcolonial challenges; explain the end of the Cold War.
Unit 9	Explain technological change and the Green Revolution; analyze institutions such as the UN, WTO, and IMF; explain environmental change; assess resistance to globalization.

A final reminder about the exam: SAQs reward specific evidence plus explanation, the DBQ rewards document use plus outside evidence plus sourcing, and the LEQ rewards a clear line of reasoning and complexity. Use the checklist to find your weakest unit, then rewrite one SAQ on it.

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