

ANSWERS FOR SECTION I

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. E	15. D	29. C	43. D	57. C
2. C	16. D	30. B	44. A	58. A
3. B	17. E	31. C	45. C	59. C
4. E	18. D	32. B	46. E	60. C
5. D	19. E	33. B	47. D	61. B
6. B	20. A	34. D	48. C	62. D
7. B	21. D	35. D	49. C	63. C
8. A	22. B	36. A	50. C	64. A
9. E	23. E	37. C	51. A	65. C
10. E	24. C	38. C	52. C	66. B
11. A	25. C	39. E	53. A	67. B
12. A	26. D	40. E	54. A	68. A
13. C	27. D	41. E	55. E	69. D
14. A	28. E	42. A	56. D	70. D

SCORING The multiple-choice section counts for 50 percent of your examination grade.

EXPLANATIONS FOR THE MULTIPLE-CHOICE ANSWERS

- ANSWER: E.** The European introduction of plantation farming, along with animals, plants, and peoples from the Eastern Hemisphere, brought drastic changes to the West Indies. Soil exhaustion, deforestation, and extinction of indigenous species (including Amerindian peoples) followed soon after the Europeans' initial contact with the region (*The Earth and Its Peoples*, 4th ed., pp. 505-506 / 5th ed., pp. 522-524).
- ANSWER: C.** Both the Olmec and Chavín exercised cultural influence over a wide area, and their political and social traits would be adopted by their successors (*The Earth and Its Peoples*, 4th ed., pp. 80-81 / 5th ed., pp. 85-87).
- ANSWER: B.** Because of a severe drought in the early part of the nineteenth century, there was conflict over the remaining grazing lands, which led to the formation of the Zulu Empire in southern Africa (*The Earth and Its Peoples*, 4th ed., p. 708 / 5th ed., pp. 713-714).
- ANSWER: E.** Iron was the most available metal and was used in a variety of ways, from weaponry to agricultural tools; gold and copper were the most valuable for trade (*The Earth and Its Peoples*, 4th ed., p. 358 / 5th ed., pp. 377-378).
- ANSWER: D.** When peasant farmers were away from home on military service, their land was often taken over by investors and consolidated into large estates. As a result fewer men owned the minimum amount of property that was required for military

service. In time, these landless peasants switched their allegiance to local army commanders, who promised them land in return for their service (*The Earth and Its Peoples*, 4th ed., pp. 168, 170 / 5th ed., pp. 174-175, 176-177).

6. **ANSWER: B.** The majority of sub-Saharan Africa's trading relationships were along routes such as the trans-Saharan and the Indian Ocean trading network, which were populated with Muslims from various ethnic backgrounds (*The Earth and Its Peoples*, 4th ed., p. 360 / 5th ed., p. 379).
7. **ANSWER: B.** Monumental architecture in Egypt was built with stone tools and simple machines like levers, pulleys, and rollers. The success of these projects can be attributed to the large number of people forced into service—probably during flood season, when no agricultural work could be completed (*The Earth and Its Peoples*, 4th ed., p. 44 / 5th ed., pp. 42-43).
8. **ANSWER: A.** After World War II, the Middle East fully realized its extraordinary concentration of oil. Demand for oil around the world sharply increased and led to rising wealth for Middle Eastern and other oil-producing nations. OPEC was formed to promote the interests of the oil-producing nations in the face of tremendous demand for oil. While OPEC did actively advance political measures such as placing an embargo on oil shipments to the United States and the Netherlands for their support of Israel, it was not a response to NATO or the Warsaw Pact. Nonetheless, a new Middle East, with nations able to wield political as well as economic power, had clearly emerged (*The Earth and Its Peoples*, 4th ed., p. 910 / 5th ed., p. 907).
9. **ANSWER: E.** During the reign of Tsar Ivan IV in the mid-sixteenth century, Russian Cossacks steadily gained presence and power in Central Asia, and established Russia as the Ottoman Empire's main rival in the region—a rivalry that would continue into the following period as Russian leaders continued their quest for a warm-water port on the Black Sea (*The Earth and Its Peoples*, 4th ed., pp. 578-579 / 5th ed., pp. 590-591).
10. **ANSWER: E.** Although a very small minority, the Manchu leaders of the Qing Empire established a nonnative dynasty (China's last) that would retain power for more than two centuries, until the revolution that began in the early twentieth century (*The Earth and Its Peoples*, 4th ed., pp. 566-567 / 5th ed., pp. 181-182).
11. **ANSWER: A.** Swahili has many words taken from the Persian and Arabic traders who came to the east coast of Africa; the word Swahili was the name used by these visitors to describe the people with whom they came into contact. Swahili is an example of the permanent social and cultural influences that trade brought to the region (*The Earth and Its Peoples*, 4th ed., p. 369 / 5th ed., pp. 366-367).
12. **ANSWER: A.** Each empire faced the economic and logistical challenges associated with managing a vast territory. Additionally, external pressures by groups on their frontier highlighted the

- inability to manage the borders (*The Earth and Its Peoples*, 4th ed., p. 188 / 5th ed., p. 201).
13. **ANSWER: C.** The geographic characteristics of each hemisphere influenced the nature of early civilizations, though societies in both regions demonstrated political structure, social stratification, specialization of labor, urbanization, monumental building, and technological and artistic development (*The Earth and Its Peoples*, 4th ed., p. 3 / 5th ed., pp. 2-3).
 14. **ANSWER: A.** From 1700 to 1100 B.C.E., the Middle East experienced a cosmopolitan era during which cultures shared characteristics because of extensive diplomatic and economic contacts (*The Earth and Its Peoples*, 4th ed., p. 88 / 5th ed., pp. 93-94).
 15. **ANSWER: D.** Qing emperors became less powerful toward the end of the nineteenth century. In a decentralized China, a coalition of aristocrats stepped forward to attempt reform. One of the leaders of this new coalition was Cixi, also known as the Empress Dowager. After the 1880s, Cixi turned away from reform, but she still played a powerful leadership role in Chinese imperial politics (*The Earth and Its Peoples*, 4th ed., p. 703 / 5th ed., pp. 707-708).
 16. **ANSWER: D.** The map shows the farthest extent of the Han dynasty. Its control extended to all of eastern China and many western territories. Walls on the north and northwest frontier were joined together to prevent nomadic people of the steppes from coming into Han China (*The Earth and Its Peoples*, 4th ed., p. 179 / 5th ed., p. 186).
 17. **ANSWER: E.** It is actually the opposite; the challenging environment required many societies to exchange goods and resources because they could not provide for all of their needs within one ecological environment (*The Earth and Its Peoples*, 4th ed., p. 315 / 5th ed., p. 331).
 18. **ANSWER: D.** Although Europeans gained much more wealth from their trade with Africa, numerous African merchants profited from trading consumer goods and slaves during this period (*The Earth and Its Peoples*, 4th ed., p. 522 / 5th ed., pp. 538-539).
 19. **ANSWER: E.** European traders took primarily young adult males to work on New World plantations, while Muslim traders took more female slaves to work in various capacities, as well as boys who would work as harem guards following their conversion to eunuchs. Neither Christians nor Muslims of the era, however, had any moral reservations regarding the capture, trade, and use of slaves. Although Islam forbade the enslavement of Muslims, Muslim rulers in Bornu, Hausaland, and elsewhere were not strict observers of that rule (*The Earth and Its Peoples*, 4th ed., pp. 522, 570 / 5th ed., pp. 538-539, 582-583).
 20. **ANSWER: A.** Following Osman's establishment of the Ottoman Empire in the 1300s and Mehmed II's capture of Constantinople from the Byzantine Empire in 1453, the Ottoman Empire continued to grow through the territorial conquests of its well-trained,

innovative military (*The Earth and Its Peoples*, 4th ed., p. 530 / 5th ed., pp. 581-582).

21. **ANSWER: D.** There are numerous examples of the role of religion in political rule. Not only did priests have considerable social power, but the kings of Amerindian societies used religious ritual to show their link to the gods. It was important that these be performed in front of subject peoples to show the authority and power of the ruler (*The Earth and Its Peoples*, 4th ed., p. 315 / 5th ed., p. 331).
22. **ANSWER: B.** The Neolithic Age is the New Stone Age and is characterized by the development of agriculture. The Neolithic Revolution is synonymous with the Agricultural Revolution, which describes the domestication of plants and animals and marks a dramatic change in world history (*The Earth and Its Peoples*, 4th ed., p. 18 / 5th ed., pp. 19-20).
23. **ANSWER: E.** Gandhi abhorred power, struggle, and combat. He was inspired by both Hindu and Christian concepts, and the values that he preached were *ahimsa*, or nonviolence, and *satyagraha*, or the search for truth (*The Earth and Its Peoples*, 4th ed., p. 864 / 5th ed., pp. 862-863).
24. **ANSWER: C.** Islamic reform movements in West Africa became important early in the nineteenth century as religious reformers attacked both rural peasants, who followed traditional African religious practices, and city dwellers, whom they considered too casual in their practice of Islam. The Sokoto Caliphate used this reform spirit to advance its political and legal systems, which were based on Islamic principles (*The Earth and Its Peoples*, 4th ed., p. 709 / 5th ed., pp. 714-715).
25. **ANSWER: C.** By the nineteenth century, the Ottoman Empire had fallen behind the powers of Europe and found itself in debt. Its attempts to modernize were unsuccessful, and it continued to lose territory (*The Earth and Its Peoples*, 4th ed., p. 688 / 5th ed., p. 694).
26. **ANSWER: D.** The collapse of the Mongol Empire ended the smooth flow of the Silk Road and other overland trade routes in Central Asia, allowing the Indian Ocean trade network to become a more significant artery of communication and trade for the peoples of Eurasia and Africa (*The Earth and Its Peoples*, 4th ed., p. 367 / 5th ed., pp. 462-465).
27. **ANSWER: D.** The Mandate of Heaven was initially used by the Zhou monarchs to justify their seizure of power from the Shang rulers. Legitimacy came from ruling in a just manner and earning the blessing of the chief deity rather than from a reliance on Confucianism (*The Earth and Its Peoples*, 4th ed., p. 65 / 5th ed., p. 71).
28. **ANSWER: E.** Turks established the Delhi Sultanate. They did not successfully conquer the south but were recognized as a Muslim state by the Baghdad caliph. The source of tension was rooted in religious difference—India was majority Hindu, while the sultanate was Muslim (*The Earth and Its Peoples*, 4th ed., pp. 364, 366, 367 / 5th ed., pp. 382-385).

29. **ANSWER: C.** As the Ottoman Tanzimat officials attempted to modernize after the Crimean War, their reform increasingly brought more rural peasants into the urban areas looking for jobs (*The Earth and Its Peoples*, 4th ed., p. 688 / 5th ed., p. 694).
30. **ANSWER: B.** In the early nineteenth century, the Qing leadership had little interest in trade with Europeans and was unaware of the large fortunes that trading empires were accumulating. Because of this lack of interest, the Qing also ignored new technological innovations that were giving Europeans and the United States a military and economic advantage (*The Earth and Its Peoples*, 4th ed., p. 694 / 5th ed., pp. 699-700).
31. **ANSWER: C.** The German defeat of France, in 1870, created the modern boundaries of the German nation. Hostility between Germany and France would continue throughout the coming decades, eventually leading to armed conflict in World War I (*The Earth and Its Peoples*, 4th ed., p. 756 / 5th ed., pp. 577-578).
32. **ANSWER: B.** Sparta's professional army was superior to those of other city-states, which typically assembled citizen militias in a time of crisis (*The Earth and Its Peoples*, 4th ed., p. 143 / 5th ed., p. 149).
33. **ANSWER: B.** Political groups and individuals around the world have employed terrorist tactics. The 1995 Oklahoma City bombings, Irish Republican Army bombings in the British Isles, and the Tokyo subway nerve gas attacks are examples of terrorist efforts used for very different political purposes (*The Earth and Its Peoples*, 4th ed., p. 960 / 5th ed., p. 957).
34. **ANSWER: D.** Because the Tang emperors were descended from the Turks, they combined many Central Asian cultural and military practices with Chinese ways (*The Earth and Its Peoples*, 4th ed., p. 273 / 5th ed., p. 269).
35. **ANSWER: D.** Growth of urban centers, increased mining and ranching, and the improvement of agricultural technology all dramatically changed the natural environment in the Americas during the late nineteenth and early twentieth centuries (*The Earth and Its Peoples*, 4th ed., p. 673 / 5th ed., p. 680).
36. **ANSWER: A.** After World War II, western European nations began to establish cooperative economic policies at variance with the ideals of the traditional nation-state. In 1957, six nations signed a treaty forming the European Community, also known as the common market, which lowered tariffs and encouraged the movement of goods and capital (*The Earth and Its Peoples*, 4th ed., p. 892 / 5th ed., pp. 891-892).
37. **ANSWER: C.** Electronic communications such as the radio, TV, and the Internet are now widespread and not limited only to elites. Thus cultural influences have spread rapidly around the world, often meshing with local cultures (*The Earth and Its Peoples*, 4th ed., p. 965 / 5th ed., p. 964).

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38. ANSWER: C. Like most other early civilizations and empires, the Persian Empire was patriarchal. Men led the household and had nearly absolute power over family members (*The Earth and Its Peoples*, 4th ed., p. 129 / 5th ed., p. 133).
39. ANSWER: E. Both the Mongols and the Aztecs were initially nomadic groups that established sophisticated empires based on conquest and complex relationships with subject peoples (*The Earth and Its Peoples*, 4th ed., pp. 299, 324 / 5th ed., pp. 316-317).
40. ANSWER: E. As global trade increased, shipping companies supported the use of submarine telegraph cables that made instant communication between vast distances a reality. By 1886, this new technology connected Africa, the Americas, Asia, and Europe (*The Earth and Its Peoples*, 4th ed., p. 742 / 5th ed., pp. 744-745).
41. ANSWER: E. The animals available for domestication differed around the world. The donkey was domesticated in northern Africa and did not appear in the Americas until after 1492 (*The Earth and Its Peoples*, 4th ed., p. 21 / 5th ed., pp. 20-21).
42. ANSWER: A. By the end of the nineteenth century, Qing officials had become more interested in European technology, particularly military technology (*The Earth and Its Peoples*, 4th ed., p. 700 / 5th ed., pp. 705-707).
43. ANSWER: D. Akbar was known as the greatest of all Mughal emperors; his reign, a period of political, economic, and social stability and progress, included significant efforts intended to reduce tension between Hindus and Muslims in India (*The Earth and Its Peoples*, 4th ed., p. 548 / 5th ed., pp. 561-562).
44. ANSWER: A. Islam spread well along the Indian Ocean trade routes for many reasons. It was a faith that individuals of any race, language, or ethnicity could convert to fairly easily, and many of the merchants who traveled in the Indian Ocean actively promoted their faith and married locally (*The Earth and Its Peoples*, 4th ed., p. 374 / 5th ed., pp. 392-393).
45. ANSWER: C. The Mamluks became a powerful group in the Middle East as the Abbasid Caliphate lost power and broke up into different caliphates and kingdoms. The Mamluks ruled in both Egypt and Syria (*The Earth and Its Peoples*, 4th ed., p. 224 / 5th ed., pp. 234-236).
46. ANSWER: E. Buddhism originally focused on the individual's pursuit of enlightenment by living a disciplined life according to the Four Noble Truths and the Eightfold Path. It did not see gods as useful to a person seeking nirvana. In time, many believers began to worship Buddha as a god (*The Earth and Its Peoples*, 4th ed., pp. 173-174, 199-200 / 5th ed., pp. 180-182, 212-213).
47. ANSWER: D. As Europe's economy was transformed through this period, many social changes occurred as well. In the expanding bourgeois class, more young men completed more education than before, while members of the lower classes often served prolonged apprenticeships to learn a trade. Marriage thus occurred at a later

age in Europe than in other regions, which in turn led to a lower birthrate (*The Earth and Its Peoples*, 4th ed., p. 456 / 5th ed., p. 472).

48. **ANSWER: C.** After experiencing centuries of stagnation, the economy of western Europe began to grow, thanks to new technologies, and cities in Italy and Flanders that focused on trade (*The Earth and Its Peoples*, 4th ed., p. 257 / 5th ed., pp. 272-273).
49. **ANSWER: C.** The *encomienda* system, in which Spanish colonists compelled Amerindians to work, remained in place until the mid-1500s, at which time the deaths of many indigenous peoples from epidemics or overwork helped to end the system. Meanwhile, slaves from Africa began replacing the Amerindian peoples in growing numbers (*The Earth and Its Peoples*, 4th ed., p. 480 / 5th ed., p. 498).
50. **ANSWER: C.** Spain, Portugal, and France were able to impose a high level of uniformity in their colonial societies because of the dominating influence of the Catholic Church. England's New World colonies, however, displayed a greater religious diversity than England itself, and drew Protestant settlers from a number of European countries (*The Earth and Its Peoples*, 4th ed., p. 496 / 5th ed., p. 513).
51. **ANSWER: A.** Millions of immigrants from East Asia and southern and eastern Europe came to the Americas in the second half of the nineteenth and early twentieth centuries. Poverty, the creation of new transportation links into rural areas of Europe, and employment opportunities in the Americas all drove this large demographic change (*The Earth and Its Peoples*, 4th ed., p. 665 / 5th ed., pp. 672-673).
52. **ANSWER: C.** Shortly after the end of World War II, the United Nations secured an agreement on labor standards, the rules of war, and the rights of refugees. The Universal Declaration of Human Rights, passed by the General Assembly in 1948, condemned slavery, torture, cruel and inhuman punishment, arbitrary arrest, detention, and exile, among other things. Thus it clearly exhibited a growing acceptance of the importance of social and economic equality. However, some critics have challenged the universality of the declaration, arguing that its principles are clearly based on Western standards (*The Earth and Its Peoples*, 4th ed., p. 961 / 5th ed., pp. 957, 961).
53. **ANSWER: A.** Islamic women had more rights under the law than Christian women, but as was the custom in the Byzantine and Sassanid Empires, Islamic women—urban women in particular—tended to be secluded and were veiled in public. In both societies, women did not have much say in whom they married, but they could own land (*The Earth and Its People*, 4th ed., pp. 230, 231, 247 / 5th ed., pp. 241-242, 261-263).
54. **ANSWER: A.** Like Europeans, the Chinese viewed themselves as being at the center of the world, but thanks to the explorers of the fifteenth and sixteenth centuries, European mapmakers such as Mercator were able to depict the world more completely and

accurately than ever before. Distortions still occurred—Mercator's projection exaggerated the size of lands distant from the equator, and it presented the world from a Eurocentric perspective (*The Earth and Its Peoples*, 4th ed., p. 453 / 5th ed., p. 470).

55. **ANSWER: E.** Latin American nations had gained political independence from European nations during the early part of the nineteenth century. Still, by the mid-twentieth century, they continued to be dominated economically by companies from the United States and Europe. Political leaders throughout Latin America set out to break the economic dependency (*The Earth and Its Peoples*, 4th ed., p. 902 / 5th ed., pp. 900-901).
56. **ANSWER: D.** Choices A, B, C, and E are not true for this time period, although some changes like those would soon be precipitated by the rise of the powerful new sea-based empires of Europe (*The Earth and Its Peoples*, 4th ed., p. 440 / 5th ed., pp. 456-457).
57. **ANSWER: C.** China made enormous territorial gains during the Manchu rule of the Qing Empire, but they resulted in the expansion of the borders of China itself, not the creation of an overseas Chinese empire (*The Earth and Its Peoples*, 4th ed., p. 566 / 5th ed., p. 581).
58. **ANSWER: A.** When colonial governments recruited men to work as migrant laborers, they depleted rural areas of farmers, which had a devastating effect on food production. Moreover, men were away from their families for extended periods of time, damaging family life (*The Earth and Its Peoples*, 4th ed., pp. 867-870 / 5th ed., pp. 866-869).
59. **ANSWER: C.** In the nineteenth century, nationalism reshaped people's view of their relationship to their government. Shared language and culture created new nations—as well as new tensions between countries that claimed to represent people not living within their borders (*The Earth and Its Peoples*, 4th ed., p. 754 / 5th ed., p. 756).
60. **ANSWER: C.** Independence in the Belgian Congo was at best chaotic. Various political and ethnic groups vied for power and allied with competing capitalist and communist world powers. The result was civil war that essentially became part of the Cold War. It included foreign mercenaries and led to large-scale loss of life (*The Earth and Its Peoples*, 4th ed., p. 901 / 5th ed., pp. 899-900).
61. **ANSWER: B.** In a mere hundred years, European explorers opened new trade routes across the Atlantic, Indian, and Pacific Oceans and brought about permanent contact among all the world's continents for the first time (*The Earth and Its Peoples*, 4th ed., p. 435 / 5th ed., p. 449).
62. **ANSWER: D.** The Ottomans were long adversaries of the British, who had actively fostered unrest in Ottoman territories. For that reason the Ottomans closed the Dardanelles Straits in order to stop the advance of British troops. The Ottomans had actually formed a secret alliance with Germany in hopes of gaining Russian

territory, and were thus an active part of the Central Powers (*The Earth and Its Peoples*, 4th ed., p. 805 / 5th ed., pp. 805-806).

63. **ANSWER: C.** The Eastern and Western churches were divided because of a number of doctrinal disagreements, but both wanted to see Slavic peoples convert. The Russians followed the Eastern Church, and the Poles the Western (*The Earth and Its Peoples*, 4th ed., p. 263 / 5th ed., pp. 277-278).
64. **ANSWER: A.** The first international conference on women's rights was held in Nairobi, Kenya, in 1985. Seventeen thousand women from around the world attended the conference, which focused on equal access to education and jobs and on matters of sexual control and exploitation (*The Earth and Its Peoples*, 4th ed., p. 964 / 5th ed., p. 963).
65. **ANSWER: C.** The unification of Italy, based on a shared language and culture, was completed in 1870 and is an example of nationalism. People who viewed themselves as a nation increasingly challenged the legitimacy of multinational unions like the Austro-Hungarian and Ottoman Empires (*The Earth and Its Peoples*, 4th ed., p. 754 / 5th ed., p. 756).
66. **ANSWER: B.** Japan experienced a faster rate of economic growth in the 1970s and 1980s than any other major industrial nation. Its growth was centered around major industrial conglomerates. The government ensured the growth of these companies by setting high tariffs and import regulations that prevented foreign competition (*The Earth and Its Peoples*, 4th ed., p. 925 / 5th ed., p. 922).
67. **ANSWER: B.** Joseph Stalin helped transform the USSR into a great industrial and military power. His goal was largely to prevent the nation from suffering humiliating defeats like those of World War I. The Soviet Union experienced rapid industrialization. However, it came with massive social costs. Stalin used terror and brutal methods to ensure not only labor production, but also allegiance to the state (*The Earth and Its Peoples*, 4th ed., pp. 830-833 / 5th ed., pp. 831-834).
68. **ANSWER: A.** Despite great diversity in each civilization, Egypt and Mesopotamia achieved a sense of cultural continuity as immigrants assimilated to the indigenous society (*The Earth and Its Peoples*, 4th ed., p. 53 / 5th ed., pp. 53-54).
69. **ANSWER: D.** The small elites of Argentina and Brazil controlled the land and agricultural production. However, most major industries outside of agriculture were controlled by foreign companies, mainly U.S. and British. Government leaders during the interwar periods set out to increase industrialization, as well as to break the domination of foreign companies (*The Earth and Its Peoples*, 4th ed., pp. 876-879 / 5th ed. pp. 873-876).
70. **ANSWER: D.** As more people began to accept jobs created by industrialism, urban areas were able to grow because new railroad lines connected the old walking cities to the countryside (*The Earth and Its Peoples*, 4th ed., p. 746 / 5th ed., p. 748).

ANSWER FOR SECTION II, PART A: DOCUMENT-BASED QUESTION (DBQ)

THE DOCUMENTS

Below are short analyses of the documents. The italicized words suggest what your margin notes might include:

DOCUMENT 1 *Duty is based on gender.* Women are to tend to the home and submit to prominent males in their lives.

DOCUMENT 2 Wealthy people are traveling by horse-drawn carriage while another tends to the horse. All look happy—even the horse, for that matter—conveying the message that *there is a benefit in doing one's duty.*

DOCUMENT 3 *According to the law code, the king is to be a paternal leader, and—important for the king—citizens are to be loyal followers.*

DOCUMENT 4 *Difficulties for the farmers in escaping the cycle of poverty, while the gentry benefits from the system.*

DOCUMENT 5 *Upper-class women are being carried in sedan chairs and are absent from other events/interactions in the urban setting.* There are also scenes that give really good insight into the lives of the working class. A busy but orderly system is unfolding in the image as people are shown tending to their roles and duties.

DOCUMENT 6 Slight, frail-looking women with bound feet. These physical expectations of women *limited their role in society and ability to get involved politically or economically.*

YOUR ESSAY FOR THE DOCUMENT-BASED QUESTION

A potential thesis for this DBQ would argue that from the Han Empire through the Song Empire, social structure in China was a rigid system in which one's position and lifestyle were dictated by gender and class, as well as a moral duty to fulfill one's appointed roles as understood through Confucian principles. Your thesis does not have to sound like this word for word, but it should communicate these basic ideas. You need to be sure your thesis makes an argument that clearly answers the prompt and addresses all parts of the question.

You are then ready to prove your thesis, using the documents one by one to address the question and provide evidence in the context of your groupings. The groupings mentioned above are just two ways to group the documents; you can incorporate other groupings as well.

Remember that your essay needs to cover a lot of bases in addition to addressing the question—document analysis, the use of evidence, your suggested additional documents and reasons for why you need them, and point of view!

Thinking about point of view, two of the documents are especially useful. Written by a Han Confucian scholar, Mengzi (Mencius), Document 1 describes his mother's life. Mengzi is upholding the Confucian social system and the traditional ideals to which he has dedicated his life. As a published Confucian scholar, he would want to spread values that support

the strict social and gender structure of Han society. His gender and class also matter; as an upper-class male, he was part of the social class that propagated the ideas about gender roles, particularly for the upper-class females with whom upper-class males would come into contact. Document 3, the excerpt from the Tang law code, imposes expectations of good citizenship and loyalty on Chinese subjects. Those in power would want to encourage such behavior so as to maintain their position of authority.

To decide on additional documents that would be helpful, look at the sources that are provided and the sources that are missing. The ideal is to have as broad an array of sources as possible. One additional document that would represent a voice you do not have would be a journal entry from a working-class woman showing how class impacted gender expectations and roles. Here, all of the documents about women pertain to upper-class women; a document from a less-affluent woman could be insightful. A second document that could be critical would be a Buddhist's impressions of Chinese social structure. Buddhism became especially popular and influential during the early Tang period. A Buddhist's comments on social duty could illuminate how the rigid nature of Chinese society was impacted by the spread of Buddhist views, which contrasted markedly with the status quo.

Remember, you must take up the point of view in two of the documents and propose one additional document, with an explanation of why it would be helpful, in order to get all of the basic core points on the DBQ!

SCORING 1 point for thesis in the opening line, 1 point for understanding the basic meaning of all documents, 2 points for using all of the documents as evidence that supported the thesis, 1 point for analyzing the point of view in two documents, 1 point for groupings, and 1 point for an explanation of possible additional documents. If the essay earns basic core, it can earn 2 expanded core points for having relevant outside historical content, for persuasively using the documents as evidence, and for proposing—in addition to the one extra document required for basic core—a second extra document.

The DBQ essay counts for one-third of the free-response grade, one-sixth of the examination grade.

ANSWER FOR SECTION II, PART B: **CONTINUITY AND CHANGE OVER TIME QUESTION**

This essay asks you to address major political and economic changes and continuities in connection with the spread of Islam. The question purposely does not give you a specific region; there are many areas of the world that felt both the political and economic impact of Islam.

Beginning with your thesis, you need to be sure you address both political and economic changes. In addition, be sure you address both change and continuity. Your essay should take the reader through the entire period, citing specific pieces of evidence of change and continuity and providing thorough analysis. To get the analysis point, you should be discussing how and why Islam made political and economic changes as well as how and why certain continuities remained.

What kinds of information should you be discussing? Beginning with the political, point out that Islam had a political aspect from the very beginning in that Muhammad was both a religious and political leader for

the umma. Discuss the rise of the caliphates and the political organization that took place in order to manage the large territories of the Middle East, North Africa, and Spain that Muslims quickly conquered. Discuss how the various caliphates ruled and acknowledge the changes brought about as more and more non-Arabs converted to Islam. The way that the Turks and Persians came to power in their respective areas could be discussed as well. You can then discuss the rise of new Islamic states in Northern Africa, West Africa, and East Africa, as well as in India. Your strongest examples of specific evidence here would be the Mali Empire and the Delhi Sultanate, the wealthiest and largest Islamic states by 1500. Another major change in the Islamic world that you should address is the birth of the Ottoman Empire through the defeat of the Byzantine Empire, and the nature of initial Ottoman rule. By the end of the period, the Safavid and Mughal Empires were two other land-based Muslim empires that existed along with the Ottoman Empire. An important political continuity throughout the period is the use of Islamic law and courts to promote justice and safety, which allowed for economic prosperity.

In terms of economic changes and continuities brought about by Islam, you should be sure to analyze the role of trade as an important continuity throughout the entire period. Mohammad himself was a merchant, and the urban nature of various Islamic empires fostered trade and commerce, as people came to the cities to learn about what it meant to be a Muslim. The role of cities is an important piece of analysis in terms of both the economic and political impact of Islam. Islam also spread by economic interactions along the trade routes of the Silk Road and later the Indian Ocean trade network. Other important evidence of change can be the types of goods that Islamic merchants introduced to various regions, as well as the impact Islamic knowledge had on learning and industry.

Again, be sure to discuss both economic and political impact and both change and continuity. Use specific evidence—there is a wealth of information for this topic—and back up your argument with good analysis to get a high score on this essay.

SCORING 1 point for a thesis in the opening line that addresses the whole time period, 2 points for fully addressing the question in terms of both change and continuity, 2 points for appropriate evidence to support the thesis, 1 point for the global context, and 1 point for analysis of change and continuity. If the essay earns basic core, it can earn 2 expanded core points for addressing all parts of the questions evenly and providing good evidence rooted in a solid understanding of the global events that brought about change.

The continuity and change over time essay counts for one-third of the free-response grade, one-sixth of the examination grade.

ANSWER FOR SECTION II, PART C: COMPARATIVE QUESTION

This essay asks you to address two out of three political revolutions in the eighteenth and nineteenth centuries, comparing their origins and results. You need to be sure to address both origins and results, and be sure that your thesis includes both similarities and differences in order to get the full points for addressing the question and thesis.

One of the key issues in addressing political revolutions is motive. The motives of the French were very different from those of the Haitians and

the Mexicans. Haiti and Mexico were similar in that they were both under colonial rule, the Haitians by France and the Mexicans by Spain. The French Revolution was different because it began not because of colonial rule but because of internal unrest over the structure of the French government. Despite this key difference, all three societies were similar in having groups who felt disenfranchised and discriminated against, and the complexity of social structure in all three places is an important aspect to talk about. Showing your specific comparative knowledge of social hierarchies in France, Haiti, and Mexico will help secure your points for evidence. In Haiti and Mexico, similarities are discrimination justified by ethnic racism and economic inequality; a contrast is that in France, discrimination was based on class and one's position in the estate system. Both Mexicans and Haitians wanted independence from their colonial masters, while the French wanted to bring about internal political change.

That the French Revolution was a source of inspiration for both the Haitian and Mexican Revolutions is also a similarity. The French Revolution came before the Mexican and Haitian Revolutions, which began when Napoleon was in power in Europe; his control of both France and Spain, and subsequently their colonies, was a cause for both revolutions and should be discussed. Another similarity might be a comparison of the goals of the leaders of two of the revolutions: L'Ouverture in Haiti and Hidalgo and Morelos in Mexico.

In terms of outcomes, you can analyze the successes and failures of the revolutions in terms of what were their original goals. Haiti and Mexico were similar in succeeding in breaking away from colonial rule, and all three revolutions were violent; you might analyze why that was the case. The impact that these three revolutions had on the region of Latin America and the Caribbean is another similarity. You could argue that the French Revolution spurred other revolutions, in particular in Haiti. For a contrast, an analysis of the results of the French Revolution for France itself shows that it was not as successful as was initially hoped.

Again, be sure to discuss similarities and differences, and take the time to analyze why you are claiming certain similarities and differences. With good evidence to support your comparisons, you should be able to get a high score!

SCORING 1 point for the thesis in the opening line, 2 points for addressing both similarities and differences, 2 points for using accurate evidence that supports the main ideas presented in the thesis, 1 point for making a number of specific direct comparisons, and 1 point for analysis. If the essay earns basic core, with consistent use of both evidence and direct comparison it can earn 2 points for expanded core.

The continuity and change over time essay counts for one-third of the total free-response grade, one-sixth of the total examination grade.