

AP WORLD HISTORY - PRINCETON REVIEW BOOK OUTLINE

PERIODIZATION IV: Global Interactions: 1450 – 1750 CE

The first part of the section in the Princeton Review Book is heavily European history based. I advise that you read it carefully as it is not something that we will spend much time on in class review.

B. EUROPEAN EXPLORATION AND EXPANSION: EMPIRES OF THE WIND

- Treaty of Tordesillas
- Why was Portugal able to lead the way in European exploration in the late 1400's?
- Be familiar with the technological developments/innovations that made global sailing during the Age of Exploration possible
- What effect did disease have on the native populations of the new World?
- Encomienda system – How did it work?
- FORCED MIGRATION – THE AFRICAN SLAVE TRADE – WHY?
- COLUMBIAN EXCHANGE = DIFFUSION
 - know some examples of things that went between the regions of the world
 - Why were silver and sugar so important? What were the effects of the introduction of these items?
- What, if any, interest was there in Asia/SE Asia by the Europeans at this time?

Carefully read the “Gray Box”

Contrast them: Expansion in the Americas versus Empire-Building Elsewhere

Again, in your review book it gets a bit too Euro-centric to warrant a lot of review in class – unless there are some specific questions. Read this section carefully on your own!

C. ISLAMIC GUNPOWDER EMPIRES: OTTOMAN, SAFAVID, MUGHAL

- Ottomans – what happens in 1453?
 - Constantinople to Istanbul
 - Hagia Sofia – mosque
 - Toleration to other religions? What happens?
 - Janissaries
 - Suleiman I (Suleiman the Magnificent) = GOLDEN AGE
 - Why a Golden Age?
- Safavids
 - location?
 - Religion?
- Mughal (1526)
 - Babur – who did he defeat in India?
 - AKBAR – Toleration!!!
 - Hindu – Muslim relations?
 - What happens after the rule of Akbar?
 - religious toleration?
 - Arrival of Europeans – who? Where?



D. ISOLATED ASIA

- China
 - 1368 – the Ming replace who?
 - Major characteristics of the Ming Dynasty?
 - **Zheng He** – significance?
 - Role of silver in trade with China? In China's economy?
 - Reaction to foreigners
 - **Ming Dynasty** falls to who?
 - Interaction with foreigners during the **Manchu (Qing)** years?
- Japan
 - How does Japan change during this time period?
 - Who is the main foreign influence? What religion is brought?
 - **Tokugawa Shogunate** (Edo Period) 1600-1868
 - What were the main characteristics? Social/political/foreign policy/trade



PERIODIZATION IV (1450 – 1750)

SHORT ANSWER QUESTIONS

1. Use the two passages below and your knowledge of world history to answer all parts of the question.

SOURCE 1: “The voyages of Columbus in 1492 can rightly be said to have begun the discovery and settlement of the New World, as scores of European migrants settled open lands in the Americas and constructed enclaves of Europe on distant shores that lacked much sense of advanced civilization before their arrival. Their task was the settlement and development of wide open continents.” - Edgar Smith, 1995

SOURCE 2: “While the bounty of the New World enriched the whole world through trade and transmission once it was finally connected to the Old World in 1492, this bounty came at the cost of blood of its inhabitants. Europeans neither ‘discovered’ nor ‘settled’ the Americas for humans had done just that for thousands of years before the arrival of the Spaniards. Instead, the Europeans conquered the Americas for God, gold, and glory.” - Rodrigo Vizcaya, 2008

- A. Identify and Explain ONE piece of historical evidence that would support Smith’s interpretation of Europe’s interaction with the Americas.
- B. Identify and Explain ONE piece of historical evidence that would support Vizcaya’s interpretation of Europe’s interaction with the Americas.
- C. From the two evaluations above, select the one that, in your opinion, is more accurate to the actual nature of Europe’s interaction with the Americas. Briefly explain your choice using additional evidence beyond that used to answer (A) or (B).

2. Use the two passages below and your knowledge of world history to answer all parts of the question.

SOURCE 1: “The Westernization of Russia under Peter the Great was a fundamental shift of Russian society, transferring its focus away from the east and toward the west. In doing so, he achieved a complete transformation of Russian society, transforming it from a largely agricultural land of powerful aristocrats into an industrial society with a powerful king at the helm of state and loyal, Western oriented nobles to support his rule.” - Matilda Wilkinson, 2011

SOURCE 2: “Peter the Great’s Russia, at his passing in 1725 was fundamentally no different a society than it was when Peter took the throne. Peter rightly saw that Russia’s existential threats were in the west and south, and no longer in the east, and they required a more advanced army and a more powerful Tsar than Russia had ever had before. Once his reforms were complete, Russia enjoyed an army rival of its neighbors, but the success of his reforms can be called into question as the Romanov dynasty was pushed to extinction almost two centuries later.” - Feodor Bryzgalov, 1992

- A. Identify and Explain ONE piece of historical evidence that would support Source 1’s evaluation of the success of Peter the Great’s reforms.
- B. Identify and Explain ONE piece of historical evidence that would support Source 2’s evaluation of the success of Peter the Great’s reforms.
- C. From the two evaluations above, select the one that, in your opinion, is more accurate to the true success of Peter the Great’s reforms of Russia. Briefly explain your choice using additional evidence beyond that used to answer (A) or (B).

3. Answer ALL parts of the question that follows:

- A. Identify and Explain ONE economic impact of trade along the Silk Roads.
- B. Identify and Explain ONE cultural impact of trade along the Silk Roads.
- C. Identify and Explain ONE technological impact of trade along the Silk Roads.



4. Answer ALL parts of the question that follows:

- A. Explain ONE economic cause of the growth of the Atlantic slave trade.
- B. Explain ONE social effect of the Atlantic slave trade on Africa.
- C. Explain ONE economic effect of the Atlantic slave trade in the Americas.

5. Use the passage below and your knowledge of world history to answer all parts of the question.

“Having on one occasion asked my father (Akbar) the reason why he had forbidden any one to prevent or interfere with the building of these haunts of idolatry (Hindu temples), his reply was ...: ‘I find myself a powerful monarch, the shadow of God upon earth. I have seen that he bestows the blessings of his gracious providence upon all his creatures without distinction. Ill should I discharge the duties of my exalted station, were I to withhold my compassion and indulgence from any of those entrusted to my charge. With all of the human race, with all of God’s creatures, I am at peace: why then should I permit myself, under any consideration, to be the cause of molestation or aggression to any one? Besides, are not five parts in six of mankind either Hindus or aliens to the faith; and were I to be governed by motives of the kind suggested in your inquiry, what alternative do I have but to put them all to death! I have thought it therefore my wisest plan to let these men alone.’”

- Jahangir, Mughal emperor from 1605 to 1627, Memoirs

- A. The passage shows Akbar’s tolerance toward people of other faiths. Provide TWO specific examples of how Akbar displayed such tolerance.
- B. Briefly explain ONE example of tolerance and its results in the early days of the Ottoman Empire.

6. Answer ALL parts of the question that follows:

- A. Explain TWO similarities between China and Japan in their relations with European traders during the period 1450 – 1750.
- B. Explain ONE difference between China and Japan in their relations with European traders during the period 1450 – 1750.

7. Use the passage below and your knowledge of world history to answer all parts of the question.

“The maritime forces sent abroad by the Ming in the first third of the 15th century were intended to achieve the recognition of Ming dominance To achieve this they used force, or threat thereof. The number of southeast Asian rulers traveling to China with Zheng he missions suggests that coercion must have been an important element of the voyages. It was almost unheard of for Southeast Asian rulers to travel to other polities. ... That such a large number of rulers did travel to the Ming court in this period suggests coercion of some form. ‘Gunboat diplomacy’ is not a term which is usually applied to the voyages of Zheng He. However, given that these missions were nominally involved in diplomacy and it appears that the ships were indeed gunboats, with perhaps 26,000 out of 28,000 members of some missions being military men, this seems the appropriate term to apply to the duties of these armadas.” - Geoff Wade, The Zheng He Voyages: A Reassessment, 2004

- A. Identify and Explain ONE similarity between the voyages of Zheng He as described by Wade in the text and the Portuguese voyages of the 15th century.
- B. Identify TWO differences between the voyages of Zheng He as described by Wade in the text and the Portuguese voyages of the 15th century.



8. Answer ALL parts of the question that follows:

- A. Explain ONE cause of the Atlantic slave trade
- B. Explain ONE effect of the Atlantic slave trade on Africa
- C. Explain ONE effect of the Atlantic slave trade on the Americas

9. Use the charts below to answer all parts of the question.

Chart 1:

POPULATION OF THE AMERICAS

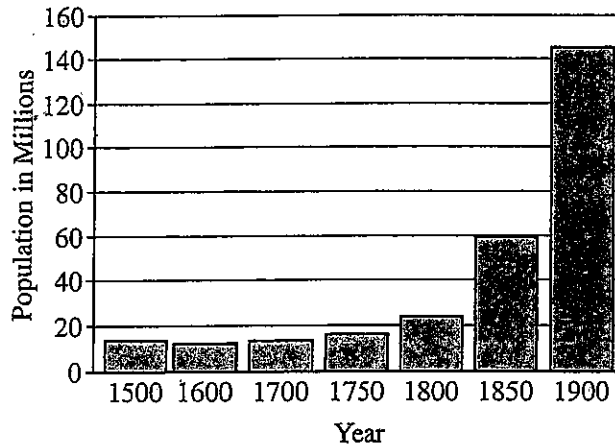
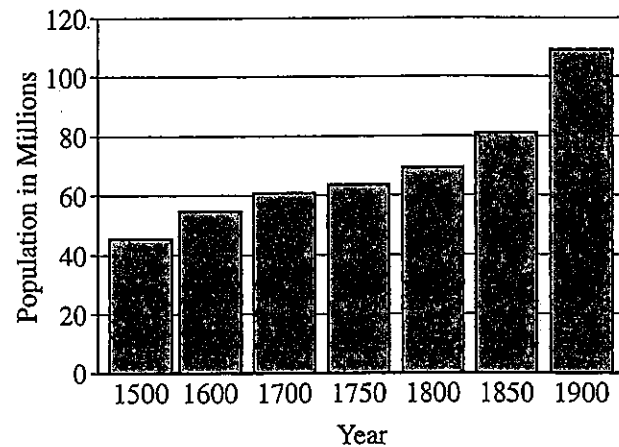


Chart 2:

POPULATION OF AFRICA



- A. For the period 1500 – 1750, explain ONE factor behind the population changes in Chart 1.
- B. For the period 1750 – 1900, explain ONE factor behind the population changes in Chart 1.
- C. For the period 1500 – 1900, explain ONE factor behind the population changes in Chart 2.

10. Answer ALL parts of the question that follows:

- A. Identify and Explain ONE aspect of the Scientific Revolution that would support the interpretation that it was more important than either the Renaissance or the Reformation.
- B. Identify and Explain ONE aspect of the Renaissance that would support the interpretation that it was more important than the Scientific Revolution.
- C. Identify and Explain ONE aspect of the Reformation that would support the interpretation that it was more important than the Scientific Revolution.

LONG ESSAY QUESTIONS

- 1. Using specific examples, analyze continuities and changes in trade and the formation of economic networks in the Atlantic world in the period circa 1400 CE to circa 1900.

2. Compare and contrast the administration of the British Empire between 1450 and 1750 to that of the Mughal Empire between 1520 and 1750. In the development of your argument, explain what was similar between the two systems of imperial governance and what was different.

3. Describe and explain changes and continuities in religious beliefs and practices in ONE of the following regions from 1450 to the present. (Sub-Saharan Africa, Caribbean/Latin America)

4. Analyze continuities and changes in the ways that ONE of the following regions participated interregional trade during the period circa 1500 to 1750. (Latin America/Caribbean, Sub-Saharan Africa, South Asia)

5. Analyze continuities and changes in labor systems in ONE of the following regions within the time period from 1450 to 1900. (Latin America/Caribbean, North America)

6. Compare demographic and environmental effects of the Columbian Exchange on the Americas with the Columbian Exchange's demographic and environmental effects on ONE of the following regions between 1492 and 1750. (Asia, Africa, Europe)



PERIODIZATION

1450-1750

HEMISPHERES ARE FULLY LINKED AND LONG DISTANCE TRADE IS WORLDWIDE

MAJOR TRENDS/CHANGES/DEVELOPMENTS:

I. GLOBE ENCOMPASSED

- Caused by technological innovations, higher political organization, economic prosperity

II. SEA BASED TRAVEL

- Overtakes land based travel and trade in importance
- Decline of the Silk Road in the 1500's
- The Atlantic Ocean eclipses the older trade routes of Med. Sea and Indian Ocean
- Leads to exploration of the Pacific Ocean
- Columbian Exchange = new products, crops, migrations, plants, culture

III. LABOR SYSTEMS CHANGE

- Development of Colonial Empires = Slaves

IV. GUNPOWDER EMPIRES

- Develop and have great power in the Middle East and Asia

V. DEMOGRAPHICS

- During this time there is huge population growth in the world (1400 = 300 million / 1700 = 610 million)
- Pop. UP in Europe, Pop DOWN in the Americas, roughly = in Africa

EXPLORATION

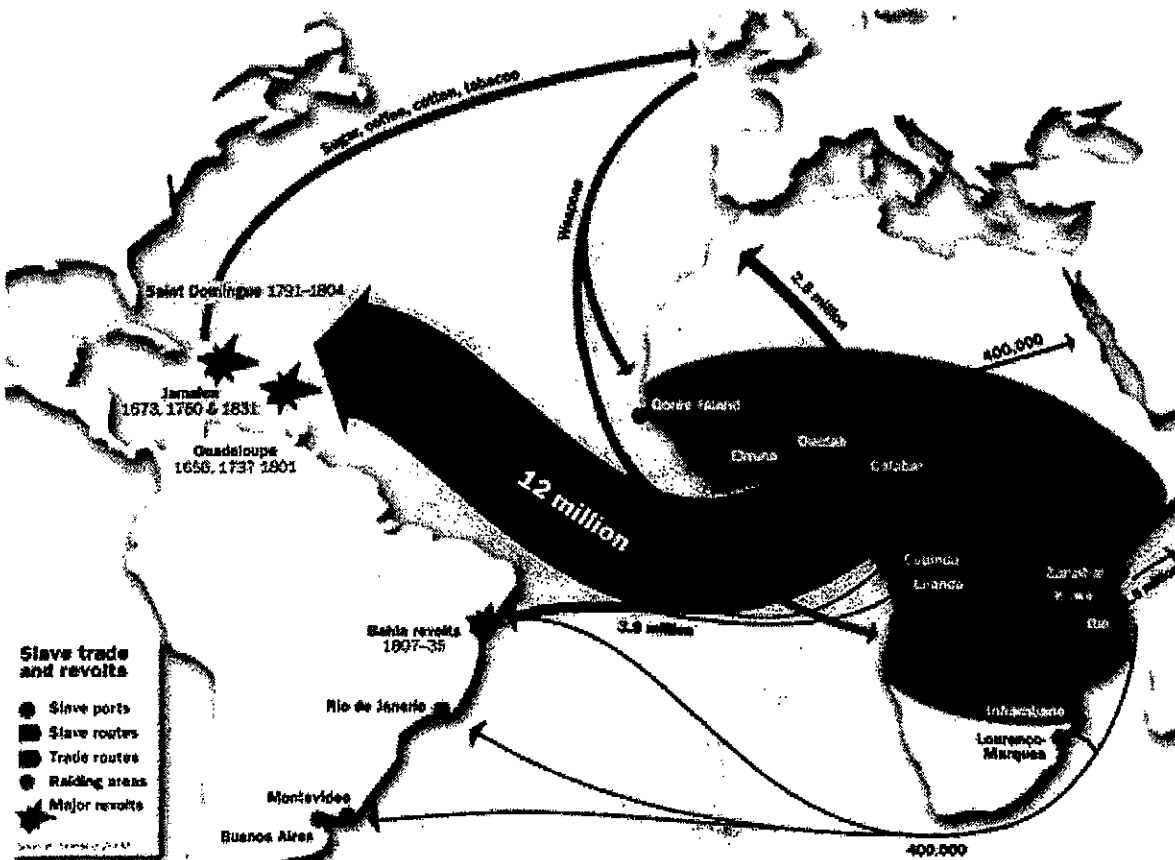
- Economic motivation to arrive at direct trade routes = profit without middlemen
 - Fall of Constantinople—1453
 - New technology = compass, astrolabe, cartography, ships (caravels) that are bigger and faster, lateen sails
 - Desire to spread Christianity
 - During this era the Chinese and Japans turn inward! - isolationist
 - PORTUGAL
 - Prince Henry the Navigator, Diaz, da Gama (India 1498), Cape of Good Hope, Indian Ocean Trade, cannon, Magellan (circumnavigation 1519-1522)
 - Gao in India
 - SPAIN
 - Ferdinand/Isabella, Columbus,
 - western route to Asia/Indies?
 - New World = destruction of native civilizations = Guns and Disease
 - Cortes = Aztecs—Spanish motivations are “God, Gold, and Glory”
 - Pizarro = Inca
 - divides conquered territory into large viceroyalties
 - carried on great trade with China and Philippines—desire for luxury goods and
- Spain exports gold and silver—MINING
- Colonial society = hierarchical
 - Establishment of monocultures (one crop economies), much deforestation

COLUMBIAN EXCHANGE

- Massive cross cultural exchange and diffusion
- FROM the Americas TO Europe: corn, potatoes, tomatoes, pumpkins, peanuts, pineapples, chocolate
- FROM Europe TO Americas: horses, cows, pigs, wheat, sugar, grapes, bananas, coffee, goats, chickens and DISEASE (influenza, smallpox)

SLAVE TRADE

- Overall Atlantic Trade = "The Great Circuit" (Europe, Africa, S. America, N. America)
- Slave Trade = Triangular Trade
- Remember the pre-existence of the slave trade within Africa and with Middle East
- Slavery needed due to the failure of the Labor Systems instituted by the Spanish
 - Mita = a labor system used primarily in mines. Based on an already existing system whereby natives must give a % of their time to work in the Spanish controlled mines. The horrible conditions and high death rates made the % of time required very high and too much for the natives.
 - Encomienda—used in agriculture. Native labor to be used on the lands granted to the Spanish (the grant holder got the land and the people on it). They would work the land and landowner would supply basic necessities. Brutal conditions and disease made this unworkable. Ended officially in 1542 due to outcry over the treatment of natives.
- "Middle Passage"
- Slave Trade = part of mercantilist economic philosophy
- SUGAR—led to great importation of slaves (Brazil, Caribbean) - very intensive labor—many more males used than females = little reproduction = constant need to replace labor supply



GUNPOWDER EMPIRES

- Ottoman Empire

- gunpowder cannons (1400's) - ships (1500's)
- Invade Constantinople in 1453 = Fall of Byzantine Empire
- Istanbul, Hagia Sofia = mosque, great expansion, great tolerance (religions) at first
- Janissaries = fighting warriors developed from the enslaved children of Christian subjects—forced conversion to Islam—loyal to sultan—highly trained with advanced weapons
- Suliman “the Magnificent” = military build up, Golden Age years (1500's), attempts to invade Europe (siege at Vienna 1529—not successful) but Turkish superiority in the Med. Sea
- Decline—last attempt at Eastern Europe is siege of Vienna (again) in 1683—then continuous slow decline in the 1700's and 1800's

- Safavids—Shia Muslim state in present day Iran—Ottoman rivals

- most important capital and trading center is Isfahan
- weakness was that it lacked major ports—never develops a navy—falls to Afghans in 1723

- Mughal Empire

- Babur (Muslim Mongol descendant) - 1526 defeats Dehli Sultanate
- unified almost all of the subcontinent—highly centralized
- ruled from the “Peacock Throne” - capital first at Agra then later at Dehli
- Akbar = religious tolerance, no tax on non-Muslims, eliminates sati, marries a Hindu, Hindus in the government, Golden Age of art and architecture
- Shah Jahan = Taj Mahal
- Decline
 - religious policy changes to one of intolerance—forced conversion to Islam
 - persecution of the Sikhs—late 1600's a Sikh state established in the Punjab
 - arrival of the Europeans—textiles and spices
- FOREIGN IMPACT— 1600's—Portugal vs. British for control of Indian Ocean
 - Portugal = Goa (Christian missionaries start here)
 - British = Bombay, Calcutta
 - up until 1750, foreigners allowed to trade—not seen as a threat from the port city trading posts

CHINA and JAPAN

- Responses to the West during this period of time?

RISE OF EUROPE—Cultural and intellectual Developments

RENAISSANCE (Late 1300's—Late 1500's)

- **Wealth**
- **Humanism**
- **Individualism**
- **Secularism**
- **Michelangelo/Da Vinci**
- **Printing Press**

REFORMATION

- **Martin Luther/95 Theses/indulgences**
- **Luther's basic beliefs:**
- **Counter/Catholic Reformation**

SCIENTIFIC REVOLUTION

- **Logic, reason, scientific method**
- **Heliocentric theory**
- **Bacon, Copernicus, Kepler, Galileo, NEWTON**

ENLIGHTENMENT

- **Era of new political philosophies based on use of reason**
- **Overall challenge to the age of absolutism**
- **Emphasis on rights, freedoms, power of government derived from the people**
- **Locke, Rousseau, Montesquieu, Voltaire**
- **Deism**
- **Enlightened monarchs—limits to their willingness to reform?**

ABSOLUTISM vs. CONSTITUTIONALISM

- **Absolutism = France (Louis XIV, Louis XVI), Russia (Peter the Great), Spain (Philip II)**
- **Constitutionalism = Parliamentary Democracy = England**

AGRICULTURAL REVOLUTION (1600'S-1700'S)

- **Overall increase in food supply = increase in population**
- **New technology (iron plows, seed drills, manure), Crop Rotation, Enclosure**

UNIT THREE

1450-1750 C.E.

In the previous era (600-1450 C.E.), sometimes called the post-classical period, we explored the rise of new civilizations in both hemispheres, the spread of major religions that created cultural areas for analysis, and an expansion of long-distance trade to include European and African kingdoms. However, no sustained contact occurred between the eastern and western hemisphere. During the time period between 1450 and 1750 C.E., the two hemispheres were linked and for the first time in world history, long-distance trade became truly worldwide.

QUESTIONS OF PERIODIZATION

This era includes only 300 years, but some profound and long-lasting changes occurred. Characteristics of the time between 1450 and 1750 include:

- 1) **The globe was encompassed** – For the first time, the western hemisphere came into continued contact with the eastern hemisphere. Technological innovations, strengthened political organization, and economic prosperity all contributed to this change that completely altered world trade patterns.
- 2) **Sea-based trade rose in proportion to land-based trade** – Technological advancements and willingness of political leaders to invest in it meant that sea-based trade became much more important. As a result, old land-based empires lost relative power to the new sea-based powers.
- 3) **European kingdoms emerged that gained world power** – The relative power and prosperity of Europe increased dramatically during this time in comparison to empires in the longer-established civilization areas. However, Europe did not entirely eclipse powerful empires in Southwest Asia, Africa, and East Asia.
- 4) **The relative power of nomadic groups declined** – Nomads continued to play an important role in trade and cultural diffusion, and they continued to threaten the borders of the large land-based empires. However, their power dwindled as travel and trade by water became more important.

- 5) **Labor systems were transformed** – The acquisition of colonies in North and South America led to major changes in labor systems. After many Amerindians died from disease transmitted by contact with Europeans, a vigorous slave trade from Africa began and continued throughout most of the era. Slave labor became very important all over the Americas. Other labor systems, such as the mita and encomienda in South America, were adapted by the Spanish and Portuguese from previous native traditions.
- 6) **“Gunpowder Empires” emerged in the Middle East and Asia** – Empires in older civilization areas gained new strength from new technologies in weaponry. Basing their new power on “gunpowder,” they still suffered from the old issues that had plagued land-based empires for centuries: defense of borders, communication within the empire, and maintenance of an army adequate to defend the large territory. By the end of the era, many were less powerful than the new sea-based kingdoms of Europe.

MAJOR DEVELOPMENTS – 1450-1750 C.E.

We will investigate the broad, important characteristics of this time period outlined above by studying these major topics:

- **Changes in trade, technology, and global interactions** – The Atlantic Ocean trade eventually led to the crossing of the Pacific Ocean. New maritime technologies made these interactions possible, and global trade patterns changed dramatically.
- **Major maritime and Gunpowder Empires** – Major maritime powers include Portugal, Spain, France, and England, and major Gunpowder Empires were the Ottoman, Ming and Qing China, the Mughal, Russia, Tokugawa, Songhay (Songhai), and Benin.
- **Slave systems and slave trade** – This was the era for the most extensive slave systems and slave trade, with the new European colonies in the Americas relying on slavery very heavily. The slave trade was an important link in the Atlantic Ocean trade.
- **Demographic and environmental changes** – The new trade patterns greatly altered habitats for plants and animals and resulted in changes in human diet and activities as well. Major migrations across the Atlantic Ocean also altered demographic patterns profoundly.
- **Cultural and intellectual development** – This era also was shaped by the European Renaissance, Protestant Reformation, and Enlightenment. Neo-Confucianism grew in influence in China, and new art forms developed in the Mughal Empire in India.

COLONIAL POLITICAL AND SOCIAL STRUCTURES		
	Political Structures	Social Structures
Spain	Both the Spanish and the Portuguese kings appointed viceroys, or personal representatives, to rule in the king's name. Spain set up a Council of the Indies , whose members remained in Spain, as a supervisory office to pass laws. Advisory councils were then set up within each viceroyalty, which divided according to region. Difficulty in communication caused viceroys and councils to have a great deal of independence. Large bureaucracies developed in urban areas, such as Mexico City.	Almost complete subjugation of Amerindians, placed at bottom of social structure. A hierarchical class system emerged. Peninsulares (Europeans born in Spain) had the highest status, and creoles (Europeans born in the Americas) were second. In the middle were mestizos (blend of European and Amerindian) and mulattoes (blend of European and African), and at the bottom were full blood natives and Africans. Slavery common, also used <i>encomienda</i> and <i>mita</i> labor systems.
England	No elaborate bureaucracy like Spanish/Portuguese. Individual colonies allowed to set up their own structures, with most of them setting up representative bodies like the British Parliament. British government formed partnerships with trading companies, and was most interested in profits. Practice of "salutary neglect" until mid-18th century allowed colonies to run many of their own affairs.	Less successful at subjugating Amerindians, who were generally more friendly to the French. Colonies were more diverse than the Spanish, with South Carolina's social structure the most hierarchical and Massachusetts the least. Mixing of races (European, Amerindian, African) blurred social distinctions, but still had divisions. Slavery common, especially in the agricultural southern colonies.

THE GUNPOWDER EMPIRES

In contrast to the sea-based empires developing in Europe, land-based empires remained the dominant political form in other parts of the eastern hemisphere. The era between 1450 and 1750 saw the appearance of several land-based empires who built their power on the use of gunpowder: the Ottomans and the Safavids in Southwest Asia, the Mughals in India, the Ming and Qing in China, and the new Russian Empire. All had huge land armies armed with guns. These empires developed relatively independently from western influence, and to some extent they counterbalanced the growth of European power and colonization.

An important consequence of the appearance of the Gunpowder Empires was their conquest of most nomadic groups. Since the nomads had less access to guns, the empires were finally able to conquer and subjugate them. In many areas direct relations among states or merchant groups replaced nomadic intermediaries for international contact. For example, European kings invited diplomats from other countries to join their courts, and China also received foreign representatives.

DEMOGRAPHIC AND ENVIRONMENTAL CHANGES

Demographic changes between 1450 and 1750 were significant. Some major population shifts included:

- **A rise in the population of Europe** – Europe’s population had been decimated by the 14th century plague epidemic, so during the 15th and 16th centuries population levels were growing to match previous levels. Even though population pressure is not a good explanation for the movement of Europeans across to the New World, a long-term population expansion can be seen. For example, in 1000 C.E., Europe had an estimated 36 million people. In 1700 the population had grown to 120 million, the largest percentage increase of any of the continents.
- **A decrease in the population of the Americas** – This trend may run counter to common knowledge, but it does reflect the decimation of Amerindian populations by their encounters with Europeans. For example, in the late 15th century North America had almost 40 million people, Mexico had more than 21 million, the Caribbean and Central America each had almost 6 million, and South America (Andes and Lowlands) had almost 30 million. By 1700 the entire western hemisphere had only 13 million, a decrease from 67 million or so in 1500. Even though Europeans had settled in both North and South America by 1700, their numbers were too few to make an overall demographic difference.
- **No overall population decrease occurred in Africa** – Again, counter to common belief, the slave trade did not decimate the populations of Africa. By 1700 Africa had more than 60 million people, almost doubling their population in 1000. To be sure, some areas of Africa did reflect huge population losses, and logically those were places where the slave trade was most vigorous. Because the Atlantic trade was so much larger than the Saharan trade, areas most affected were along Africa’s west coast, such as the Gold Coast and Slave Coast to the north, the Bight of Biafra in the middle, and Angola in the south.

Between 1000 and 1700 C.E., the populations of Asia – including the Middle East, Indian, and East Asia – more than doubled to a total of about 415 million. Clearly, overall world population grew, and the majority of people by the end of the time period still lived in the Middle East and Asia.

The Columbian Exchange almost certainly caused some environmental changes that help to explain the population trends listed above. For example, maize and cassava (a nutritious plant used in modern day tapioca) were transported by Portuguese ships from Brazil to Angola in southwest Africa. Angolans cultivated the crops, which adapted very well to their land. Some historians believe that this exchange provided the base for the population increase that followed, despite the fact that many Angolans were captured and deported to the New World as slaves. Likewise, the Andean potato eventually became the staple for poor people in Europe, sustaining population growth despite the number of people that began to migrate to the New World.

Major environmental changes occurred in the New World in two major ways:

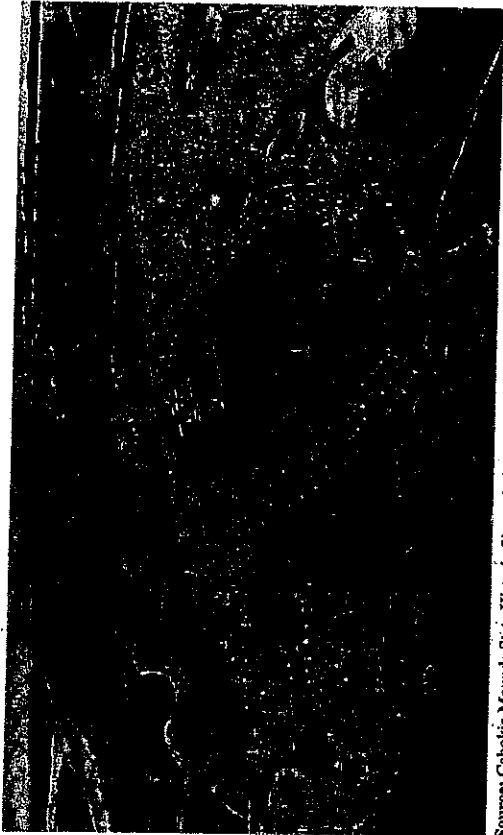
- **Soil exhaustion** – Plantations in the Americas tended to rely on single crops, a process that depletes the soil of nutrients, and since land was plentiful, often the planters just moved on to clear more land. For example, in the Caribbean, instead of rotating sugar with other crops, planters found it more profitable to clear new lands when yields began to decline. Eventually, they moved on to other islands.
- **Deforestation** – The Spanish first cut down forests in the Caribbean to make pastures for the cattle they brought, and deforestation accelerated when more areas were cleared for plantations. In North America, shipbuilding in the northern English colonies took its toll of forests. In all of the Americas, the forests near the coasts were the first to go, so that deforestation was significant in many areas by 1750.

Deforestation was also taking place in Europe during this period. Timber was needed for ships, buildings, wagons, barrels, and many other items. Wood shortages were made worse by the **Little Ice Age** that began in Europe during the 1590s. People burned wood to keep warm, and by the mid-17th century, forests were growing scarce and wood prices skyrocketed. This wood shortage encouraged the use of coal for fuel, and since England had coal in great supply, deforestation almost certainly helped their economy grow. However, deforestation had many negative effects, especially on the poor.

The **Little Ice Age** spread as far as China, where it caused hardship that led people to rebellion and discontent, a condition that contributed to the mid-17th century demise of Ming China.



Questions 1.1 to 1.3 refer to the painting below.



Source: Cahokia Mounds State Historic Site, painting by William R. Iseninger

1.1. Which conclusion about life in Cahokia is best supported by the painting?

- (A) No one lived inside the mound complex.
- (B) Few people in Cahokia engaged in agriculture.
- (C) The mound complex was the political and religious center of society.
- (D) Cahokia declined due to a lack of fresh water.

1.2 Which structure would have most closely served the same purpose as the large structure rising far above ground in the middle of the painting?

- (A) Tikal in Guatemala
- (B) the pyramid of Giza in Egypt
- (C) Machu Picchu in Peru
- (D) the wall around Great Zimbabwe in Africa

1.3 Which best describes a key difference between Mississippian culture and the Aztec culture?

- (A) only the Aztecs grew corn, beans, and squash
- (B) only the Aztecs lived in large towns
- (C) only the Mississippian culture settled near rivers or lakes
- (D) only the Mississippian culture built enormous animal-shaped earthen mounds

Thomas Hobbes		John Locke
Basic Form of Government	Absolute monarchy	Representative democracy
Human Nature	People naturally act only in their own self-interest, so only a very powerful government can maintain peace and security.	People have natural freedom but give up some freedom to live in a civilized state. If the government infringes on natural rights, people have a right to rebel
Purpose of Laws	<ul style="list-style-type: none"> • To impose order to prevent war and chaos • To protect the people from themselves 	<ul style="list-style-type: none"> • To preserve natural rights to life, liberty, and property • To protect the people from the government
Representatives	Governments should control but not necessarily represent the people	Governments should be run by representatives of the people to prevent tyranny

3.1 Which person most clearly expressed ideas that were consistent with Hobbes's political philosophy?

- (A) Louis XIV, who said, "L'etat, c'est moi," or "The state, it is I"
- (B) William and Mary, who signed the English Bill of Rights.
- (C) Oliver Cromwell, who led the English Parliamentary army
- (D) Adam Smith, who wrote *The Wealth of Nations*

3.2 Which person most clearly expressed ideas that were consistent with Locke's political philosophy?

- (A) James I, who wrote *The True Law of Free Monarchy*
- (B) Cardinal Richelieu, who developed the system of intendants
- (C) Charles I, who refused to honor the Petition of Right
- (D) Thomas Jefferson, who wrote the Declaration of Independence

3.3 Locke's political philosophy is best demonstrated in a modern government in which citizens

- (A) expect their government to take any necessary action to keep order
- (B) have little chance to influence decisions by their government
- (C) can keep or replace elected representatives in regular elections
- (D) care little about politics, so they rarely participate in government

Questions 2.1 to 2.3 refer to the passage below.

"In 1491 the Inca [Inca] ruled the greatest empire on earth. Bigger than Ming Dynasty China, bigger than Ivan the Great's expanding Russia, bigger than Songhay in the Sahel or powerful Great Zimbabwe in the East Africa tablelands, bigger than the cresting Ottoman Empire, bigger than the Triple Alliance (as the Aztec empire is more precisely known), bigger by far than any European state, the Inca dominion extended over a staggering thirty-two degrees of latitude—as if a single power held sway from St. Petersburg to Cairo. The empire encompassed every imaginable type of terrain, from the rainforest of upper Amazonia to the deserts of the Peruvian coast and the twenty-thousand-foot peaks of the Andes in between. 'If imperial potential is judged in terms of environmental adaptability,' wrote the Oxford historian Felipe Fernandez-Armesto, 'the Inca were the most impressive empire builders of their day.'"

Charles Mann, *1491: New Revelations of the Americas Before Columbus*, 2005

2.1 Why were the Inca able to achieve the accomplishment described in the passage?

- (A) They divided their empire into four provinces, so it would be easier to govern.
- (B) They demanded heavy tribute from conquered groups living on the edges of their empire.
- (C) They routinely sent armies through the empire to collect tribute.
- (D) They allowed conquered people to retain their own customs, language, and religion.

2.2 The *Carpa Nan* demonstrates the main point expressed by the writer in the excerpt because

- (A) it made living in the rainforest possible
- (B) it provided a common system of written communication
- (C) it provided irrigation for terraced farmlands
- (D) it connected the parts of the empire

2.3 When the author of the passage describes the Incan civilization as the "greatest empire on earth," he means that they

- (A) constructed great buildings and other structures
- (B) conquered other empires, including the Aztecs
- (C) adapted successfully to diverse environments
- (D) were the wealthiest civilization in the world in 1491

Questions 3.1 and 3.2 refer to the table below.

	Ottoman Empire, 1299–1923	Angkor Kingdom, 889–1431
Irrigation	Extensive	Extensive
Language	Not used in all areas	Excellent system
Religious practices	Most people were Muslims	Included many Hindus and Buddhists
Literacy	High	High
Human sacrifice	Not practiced	Not practiced
Government	Ruled by a sultan	A strong ruler at times
Calendar	Very accurate	Very accurate

3.1 Which statement most accurately compares the Aztecs and the Ottomans?

- (A) Both were empires consisting of a variety of ethnic groups united under a centralized government.
- (B) Both practiced monotheistic religions but were surrounded by people who did not.
- (C) Both rejected human sacrifice, even though their culture descended from ones that had used it.
- (D) Both traded extensively with outside groups, but the Aztec trade was primarily by sea rather than over land.

3.2 One clear difference between the Aztecs and the Angkor Kingdom was that the Aztecs

- (A) used irrigation less widely
- (B) had less religious diversity
- (C) had a less powerful leader
- (D) used a more accurate calendar

MULTIPLE-CHOICE QUESTIONS

Questions 1.1 to 1.3 refer to the passage below.

"Whereas our most dear and loving Cousin, George, Earl of Cumberland, and our well-beloved subjects, Sir John Hart, of London, and others [following is a list of 214 other names] have of our certain knowledge been petitioners unto us, for our Royal assent and license to be granted unto them, that they, at their own adventures, costs, and charges, as well for the honor of this our realm of England, as for the increase of our navigation, and advancement of trade of merchandize, within our said realms and the dominions of the same, might adventure and set forth one or more voyages, with convenient number of ships and pinnaces [small boats], by way of traffic and merchandize to the East Indies, in the countries and parts of Asia and Africa and to as many of the islands, ports and cities, towns and places, thereabouts, as where trade and traffic may by all likelihood be discovered, established or had; divers[e] of which countries, and many of the islands, cities and ports, thereof, have long since been discovered by others of our subjects, albeit not frequented in trade of merchandize. . . .

[You shall] henceforth be, and shall be one body corporate and politic, in deed and in name, by the name of the Governor and Company of Merchants of London, trading into the East Indies."

Queen Elizabeth, Charter for the East India Company, 1600

1.1 Which phrase in this passage reflects the most important motivation for the English monarchs to sponsor expeditions to the Indian Ocean?

- (A) "at their own adventures"
- (B) "for the honor of this our realm"
- (C) "advancement of trade of merchandize"
- (D) "have long since been discovered by others"

1.2. Which group would benefit most directly from the action described in this passage?

- (A) shareholders in the company, because the company received a monopoly on English trade in Africa and Asia
- (B) Francis Bacon and other scientists, because they could learn about India and China more easily
- (C) Roman Catholics, because they could set up missions throughout the Indian Ocean
- (D) the Portuguese, because they would have European allies in the Indian Ocean

1.3. Which person expressed ideas most clearly in conflict with the action taken by Queen Elizabeth in this passage?

- (A) Adam Smith
- (B) Thomas Pitt
- (C) James I
- (D) Thomas Hobbes

Questions 2.1 to 2.2 refer to the passage below.

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

Ralph Fitch, a British merchant, in an account of his travels to the East Indies, 1599

2.1 Which conclusion about the Portuguese is best supported by the passage above?

- (A) They manufactured luxury goods that they could sell in China.
- (B) They made great profits transporting goods between Asian countries.
- (C) They primarily wanted to accumulate silver.
- (D) They preferred to trade with China rather than Japan.

2.2. Which statement best describes the point of view of the source, Ralph Fitch?

- (A) He was ridiculing the Portuguese for working so hard for so little profit.
- (B) He was embarrassed that the Portuguese were taking advantage of the Chinese and Japanese.
- (C) He was hoping to make profits just as the Portuguese were doing.
- (D) He was criticizing the Portuguese for being so focused on acquiring wealth.

Questions 2.1 to 2.3 refer to the passage below.

“And so at the rumor of the rich deposits of mercury . . . in the years 1570 and 1571, they started the construction of the town of Huancavelica de Oropesa in a pleasant valley at the foot of the range. It contains 400 Spanish residents, as well as many temporary shops of dealers in merchandise and groceries, heads of trading houses, and transients, for the town has a lively commerce. . . . Up on the range there are 3,000 or 4,000 Indians working in the mine. . . . The ore was very rich black flint . . . and when they have filled their little sacks, the poor fellows, loaded down with ore, climb up those ladders or rigging, some like masts and others like cables, and so trying and distressing that a man empty-handed can hardly get up them.”

Antonio Vazquez de Espinosa, *Compendium and Description of the West Indies*, 1622

2.1 The excerpt implies that Espinosa felt

- (A) sympathy for those working in the mine
- (B) loyal to the Spanish government
- (C) concerned for the souls of the indigenous population
- (D) interested primarily in making profits from the mine

2.2 The system for using Indian labor described in the passage was most similar to the system of labor used

- (A) in ancient Egypt to build the pyramids
- (B) in the bureaucracy in Tang China
- (C) in early capitalism in Western Europe
- (D) by merchants the Trans-Saharan salt trade

2.3 What impact did the products of mines described in the passage, along with metals extracted from other mines, have on Spain and the rest of the world?

- (A) It enabled the Spanish navy to defeat the English navy in 1588.
- (B) It resulted in inflation and a worldwide devaluation of silver.
- (C) It caused gold to become the new form of worldwide currency.
- (D) It allowed many South Americans to move to Europe.

Questions 3.1 and 3.2 refer to the image below.



Source: Oil on canvas. 1760. Juan Patricio Meriete Ruiz (1713-1772) Gift of the 2011 Collectors Committee / LACMA
A Spanish colonist, an American Indian woman, and their child

3.1 This painting probably represents a family in Latin America rather than one in British North America because Latin American families were more likely to

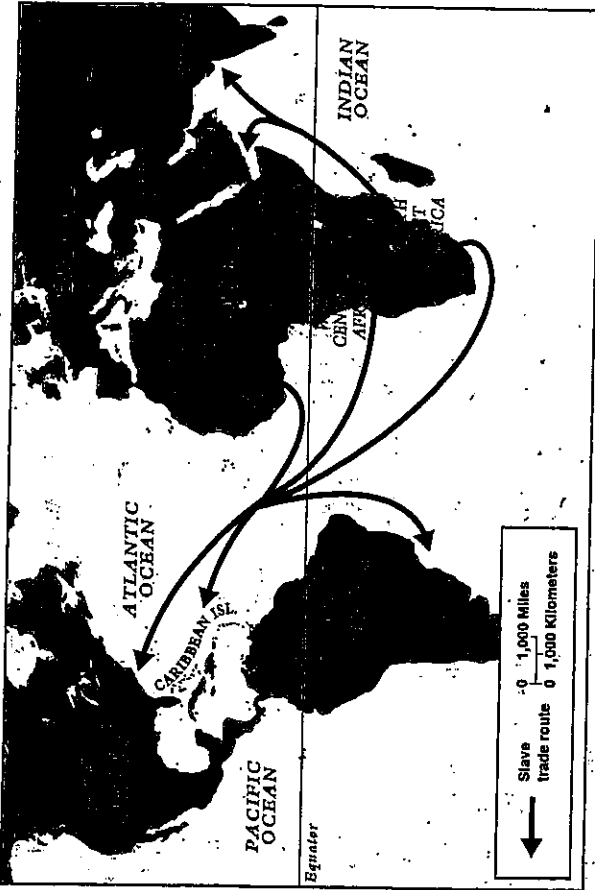
- (A) have young children living with them
- (B) wear formal clothing with lace
- (C) consist of a European man and a native woman
- (D) include a husband and a wife of similar ages

3.2 Why would the family portrayed in this painting have been rarer to find in a French colony than in other European colonies?

- (A) The French developed worse relationships with Native Americans.
- (B) French settlers were less likely to settle permanently in one place.
- (C) The French had a strict ban on marriage with Native Americans.
- (D) French settlers were usually females rather than males.

Questions 1.1 to 1.3 refer to the map below.

THE AFRICAN SLAVE TRADE, 1500-1900



1.1. This map supports the conclusion about the Atlantic slave trade that the greatest number of slaves was sent

- (A) to North America to work on cotton plantations
- (B) to Brazil and the Caribbean to work on sugar plantations
- (C) to North America to work on sugar plantations
- (D) to the Caribbean to work in mines and on farms

1.2 Which statement about the Atlantic slave trade accurately adds important information to what the map shows?

- (A) The journey across the Atlantic was a grueling one for the captives, and many staged successful rebellions on board.
- (B) The majority of the slaves were taken to Brazil and the Caribbean, and a much smaller number were taken to North America.
- (C) The journey across the Atlantic was a grueling one for the captives, and many died before reaching the Americas.
- (D) The Atlantic slave trade effectively ended slave trade between Central Africa and the Middle East.

1.3 What would need to be added to the map to describe the main elements of the "triangular trade" that accompanied the Atlantic slave trade?

- (A) European manufactured goods going to Africa and American cash crops to Europe
- (B) American manufactured goods going to Africa and European cash crops to Europe
- (C) European manufactured goods going to South America and African cash crops to Europe
- (D) African artifacts going to Europe and American manufactured goods and cash crops to Africa

Questions 2.1 and 2.2 refer to the passage below.

"Demonized as an enemy of the faith by the Muslim narrative sources, yet lionized as a warrior hero in the oral tradition, Sunni Ali, who reigned from 1464 to 1492, is one of the most controversial figures of the African Middle Ages. . . . Relying on a swift and mobile cavalry force as well as on naval control of the Niger River, Sunni Ali had conquered the agriculturally rich central Niger or 'inland delta,' including the wealthy and scholarly cities of Timbuktu and Jenne, by the 1470s. . . . He was well aware that a vast empire could not be held together by military conquests alone, but need an effective and efficient administrative structure as well. Indeed, the organization of Songhay government which was developed to a great degree under Sunni Ali differed substantially from previous Sudanic patterns of empire. These had been based more on alliances and relationships with tributary states than on the high degree of centralization characteristic of Songhay."

"Kingdoms of the Medieval Sudan," Xavier University, webusers.xula.edu

2.1 The Songhay empire was unlike the empires of Ghana and Mali because the Songhay

- (A) created a stronger central government to rule the empire
- (B) expanded the territory under its control
- (C) was ruled by a Muslim
- (D) was the first empire to trade gold extensively

2.2. Based on the last sentence of this passage, which European ruler or thinker was Sunni Ali most like?

- (A) John Calvin
- (B) William and Mary
- (C) Louis XIV
- (D) John Locke

MULTIPLE-CHOICE QUESTIONS

Questions 1.1 to 1.3 refer to the passage below.

"Finding an army that was disorderly at home, weak in the field, the butt of the enemy's derision, he created one that was useful to the fatherland, terrible to the enemy, renowned and glorious everywhere. In defending his fatherland he at the same time returned to it lands that had been wrested from it and augmented it by the acquisition of new provinces. Destroying those who had arisen against us, he at the same time broke and destroyed those who had evil designs on us; and closing the mouth of envy, he commanded the whole world to glorify him. . . . He has accomplished a deed heretofore unheard of in Russia; the building and sailing of ships, of a new fleet . . . [that] opened up to thee, Russia, the way to all corners of the earth and carried thine power and glory to the remotest oceans. . . . O Russia, he was your Solomon [a Biblical king honored for his wisdom] who received from the Lord reason and wisdom in great plenty. . . . [He has also caused] the improvement of our external appearance. We see and marvel then at our fatherland; it has changed externally and internally, and it has become immeasurably better than it had been previously."

Feofan Prokopovich, Archbishop of Novgorod,
sermon for the funeral of Peter I, 1725

1.1 What development allowed Russia to send sailing vessels to "the remotest oceans?"

- (A) the establishment of a port on the Mediterranean Sea
- (B) the expansion into Siberia
- (C) the building of a naval shipyard on the Volga River
- (D) the construction of St. Petersburg

1.2 Which reform by Peter caused some leaders of the Russian Orthodox Church to view him differently than did Archbishop Prokopovich?

- (A) the development of Russia's military technology
- (B) the decree requiring men to shave their beards
- (C) the formation of the Streltsy
- (D) the requirement that boys study geometry

1.3 Which group's experience would provide the strongest evidence for a counterargument to the archbishop's view of Peter the Great?

- (A) peasants
- (B) upper-class women
- (C) boyars
- (D) military officers

Questions 2.1 to 2.3 refer to the passages below.

"This small Christian clan stranded in a tiny corner of the earth, surrounded by half-savage Mohammedan tribes and by soldiers, considers itself highly advanced, acknowledges none but Cossacks as human beings, and despises everybody else. The Cossack spends most of his time in the cordon [i.e., frontier fort], in [military] action, or in hunting and fishing."

Leo Tolstoy, *The Cossacks: A Tale of 1852*, published in 1863

"That night he stayed at home and dreamed, of the [American] West. His memory, coupled with what he had heard and idealized by his imagination, conjured dim visions of what he had once had known and forgotten; of a land where men and conditions harked back to the raw foundations of civilization."

B. M. Bower, *The Lure of the Dim Trails*, 1907

2.1 One similarity between Russian Cossacks and American cowboys was that both

- (A) lived on the frontier of an expanding country
- (B) were criminals forced into exile by their government
- (C) often formed alliances with the native inhabitants of their region
- (D) represented the spread of urban society

2.2 Why would Tsar Ivan IV (Ivan the Terrible) use Cossacks to expand the Russian empire into Siberia?

- (A) They lived in a harsh climate and could withstand the Siberian winters.
- (B) They lived near Muslims and therefore could negotiate with Siberian Muslims.
- (C) They had a tradition of being fierce warriors.
- (D) They were Ukrainian and would defend Ivan from rebellions by Siberian Russians.

2.3 The conflict between the Cossacks and Catherine the Great known as the Pugachev Rebellion was most similar to

- (A) the Mongol conquests because it was a fight over control of wealth
- (B) the English Civil War because it was a fight between a monarch and a legislature
- (C) the Thirty Years' War because it was a fight dominated by religious beliefs
- (D) the conflicts in Japan during the Heian period because it was a fight over the centralization of power in the government

MULTIPLE-CHOICE QUESTIONS

Questions 1.1 to 1.3 refer to the passage below.

“Throughout the sixteenth century, the Safavi [Safavid] Empire remained a profoundly disturbing force in the Moslem [Muslim] world, dedicated to the defense and propagation of Shi’a doctrines at home and abroad. This policy implied a normal state of hostility with the Ottoman Empire, punctuated only briefly by periods of peace. By the seventeenth century, however, when the Safavi Empire reached its apogee [peak] under Shah Abbas the Great (1587–1629), the fanaticism of the Shi’a revolution had faded, at least in court circles; and a lasting peace with the Ottomans was concluded in 1639.”

William H. McNeill, *The Rise of the West*, 1963

- 1.1 Which would be the most useful source of evidence to support McNeill’s contention that “the Safavi [Safavid] Empire remained a profoundly disturbing force in the Moslem [Muslim] world”?
- (A) writings by Safavids about Shi’a beliefs
 - (B) writings by modern-day Muslim historians
 - (C) writings by Ottoman religious leaders of that time about the Safavids
 - (D) writings by archaeologists about discoveries of Safavid and Ottoman religious relics
- 1.2 Today, Iran and Turkey are often political rivals. This passage suggests that this rivalry is based on historical conflicts over
- (A) how to practice Islam correctly
 - (B) control of land and natural resources
 - (C) the role of leaders, such as the shah and emperor
 - (D) democracy and political fanaticism
- 1.3 What brought an end to the “normal state of hostility” between the Safavids and Ottomans mentioned in the passage?
- (A) Safavid fervor for its brand of Islam slowly declined until the two empires stopped fighting.
 - (B) The constant fighting increased the respect of the empires for each other, which eventually led to peace between them.
 - (C) Both sides united to fight against European Christian forces that threatened them.
 - (D) The Ottomans slowly gained greater power and were able to stop the agitation by the Safavids.

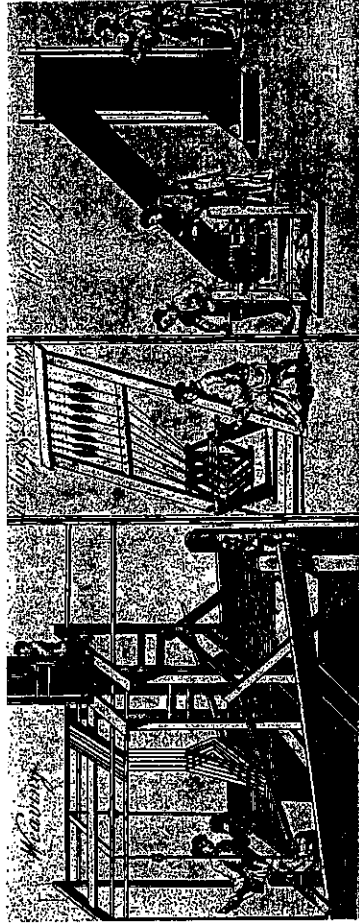
Questions 2.1 to 2.3 refer to the passage below.

“The Sultan’s hall was crowded with people, among whom were several officers of high rank. Besides these there were all the troopers of the Imperial guard, and a large force of Janissaries, but there was not in all that great assembly a single man who owed his position to anything save his valor and his merit. No distinction is attached to birth among the Turks; the respect to be paid to a man is measured by the position he holds in the public service. There is no fighting for precedence; a man’s place is marked out by the duties he discharges . . . It is by merit that men rise in the service, a system which ensures that posts should only be assigned to the competent . . . Those who receive the highest offices from the Sultan are for the most part the sons of shepherds or herdsmen, and so far as being ashamed of their parentage, they actually glory in it, and [boast] that they owe nothing to the accident of birth.”

Ogier Ghiselein de Busbecq (1522–1590), Flemish diplomat at the court of Suleiman, *Turkish Letters*, 1555

- 2.1 This passage is best understood in the context of the Ottoman practice of
- (A) allowing traders in occupied areas to serve as middlemen, profiting from the exchange of goods
 - (B) inviting sons of Islamic peasants to become Janissaries and government officials
 - (C) allowing local public servants to grow wealthy by collecting taxes from the peasants
 - (D) converting Christian boys to Islam and training them in the skills of politics and the military
- 2.2 Which development in the Ottoman Empire contradicted the opinion of government bureaucracy expressed in the passage?
- (A) European slaves were purchased from the Barbary pirates and forced into naval service as galley slaves as well as officers.
 - (B) Christians and Jews who lived in the empire rose to high positions and undermined the power of the sultan.
 - (C) Public servants grew wealthy and corrupt by collecting taxes from the peasants and skimming money for themselves.
 - (D) Many parents wanted their sons to be recruited as Janissaries as a path to upward mobility.
- 2.3 The passage most directly describes the Ottoman practice of
- (A) allowing religious tolerance
 - (B) maintaining a governmental system
 - (C) training skilled military leaders
 - (D) maintaining an aristocratic system

Questions 1.1 to 1.3 refer to the image below.



Source: The New York Public Library
Producing silk in Qing China

1.1 The picture shows women in a silk workshop during China's Qing Dynasty. How would such jobs most likely have affected the status and rights of women at that time?

- (A) Women had high status but few rights, so working as wage earners would have given them a lower status.
- (B) Women had high status but few rights, so working as wage earners would have given them a new freedom.
- (C) Women had low status and few rights, and the work kept them oppressed because they received no wages.
- (D) Women had low status and few rights, so the work would have allowed them to take on the status of wage earners.

1.2 What was one cause of the rise of silk workshops in China during the Qing Dynasty?

- (A) increased demand for silk in Europe as a result of new sea trade routes between Europe and China
- (B) improved security along the prosperous Silk Roads after the decline of the Yuan Dynasty
- (C) increased competition from silk producers in Europe and across Asia
- (D) increased peasant wages as a result of increasing land ownership

at the time that many peasants became wage earners in silk workshops?

- (A) Rising agricultural productivity meant China needed fewer farmers.
- (B) A growing population led to a shortage of land for peasants to work.
- (C) A series of crop failures forced people to leave agriculture.
- (D) Chinese began to view working in the silk industry as more prestigious than farming.

Questions 2.1 and 2.2 refer to the passage below.

"They gave him an insight into optics by making him a present of a semi-cylinder of a light kind of wood. In the middle of its axis was placed a convex glass, which, being turned toward any object, painted the image within the tube to a great nicety. The emperor was greatly pleased with so unusual a sight, and desired to have a machine made in his garden at Peking. . . . They prepared for this purpose an object-glass of much greater diameter, and made in the thickest garden wall a great window in the shape of a pyramid, the basis of which was towards the garden, and the point toward the street. At the point they fixed the glass eye over against the place where there was the greatest concourse of people; at the basis was made a large closet, shut up close on all sides and very dark. It was there the emperor came with his queens to observe the lively images of everything that passed in the street, and this sight pleased him extremely. . . ."

Father Jean-Baptiste du Halde, a Jesuit, showing Qing Emperor Kangxi how to use a telescope, c. 1680

2.1 After the Jesuits impressed the Chinese court with their scientific knowledge, Emperor Kangxi treated these missionaries with

- (A) great tolerance and allowed conversion to Christianity
- (B) great tolerance but prohibited conversion to Christianity
- (C) intolerance but allowed Jesuits to stay in China
- (D) intolerance and expelled the Jesuits from China

2.2 Which statement provides the most useful context for understanding the emperor's reaction?

- (A) He wanted to monitor his subjects more closely.
- (B) He appreciated new items to decorate his garden.
- (C) He appreciated new technology.
- (D) He realized the military benefit of what had been shown to him.

Questions 3.1 and 3.2 refer to the passage below.

“A few steps from the road I noticed a peasant who was ploughing his field. . . . [I]t was Sunday. . . . The peasant was ploughing with great care. . . .”

“Have you not any time to work during the week, that you work on a Sunday, and at that in a great heat?”

“In the week, sir, there are six days, and we have to work for the manor six times a week, and in the evening we haul the hay from the meadows, if the weather is good; and on holidays the women and girls go to the woods to gather mushrooms and berries. . . .”

“Do you work the same [careful] way [for the landlord paying you to plough the field as] for your master?”

“No, sir! It would be sinful to work the same way; he has in his fields one hundred hands for one mouth, and I have but two hands for seven mouths, if you count it up. If you were to work yourself to death at your master’s work, he would not thank you for it. The master will not pay the capitation tax [a head or poll tax]; he will let you have no mutton, no hempen cloth, no chicken, no butter. . . .”

“The conversation with this agriculturalist awakened a multitude of thoughts in me. Above all, I thought of the inequality of the peasant’s condition. . . . Beware, cruel proprietor! On the brow of every one of your peasants I see your condemnation!”

Alexander Nikolaevich Radishchev, *Journey from St. Petersburg to Moscow*, 1790

3.1 Under which type of labor system did the man who was ploughing the field work?

- (A) slavery because the man was owned by a master
- (B) serfdom because the man was required to work for his landlord in order to pay for the head tax and to provide for his family
- (C) free peasantry because the man could work for any landlord he chose and would be paid a wage
- (D) a guild system because the man was tied to an apprenticeship with his master

3.2 Which statement best describes the effect of Russia’s labor system on the country’s economy?

- (A) Russian agriculture was not very efficient, which resulted in poor harvests and periodic famines.
- (B) Russian landlords were often arrested and sent to prison for their mistreatment of peasants.
- (C) Peasants who worked for wages could buy their own farms and become part of the middle-class gentry.
- (D) When the peasants paid for the head or poll tax, the government had more money to invest in infrastructure and military equipment.

Questions 1.1 to 1.3 refer to the passage below.

“The vivid scene of animals cavorting around the edge of lakes that once shimmered in Mexico City was painted by Aztec Indians in the early 1530: . . . At the center of the 16-yard-long painting is a Christian cross in black and white, floating above a colorful, lively scene of fishermen, frogs, fish and other creatures. To the right of the cross and below it, the Indians painte an Ahuizotl, a mythical Aztec animal with paws resembling hands that wa considered a servant or representative of the Aztec rain god, Tlaloc. To the left there is a jaguar with a stylized plant on its back, upon which rests an eagle—reference to pre-Hispanic place names and the kingdoms that ruled before th Spanish came. Indians also drew gracefully executed depictions of lakesid plants, some of which were used in traditional Aztec medicine.”

Mark Stevenson, newspaper story on an Aztec mural, 200

1.1 Based on the excerpt, which statement best reflects the relationship between the Aztec and the Spanish in 1530?

- (A) The Aztec remained isolated from the influences of Spanish culture.
- (B) The Aztec maintained some of their culture in the face of Spanish influences.
- (C) Many Aztecs were converted to Christianity by Spanish colonists.
- (D) Elements of Aztec religion and culture were very similar to Christianity and Spanish culture.

1.2 Bartolomé de Las Casas probably would have reacted to this interpretation of the Aztec mural by pointing out that it

- (A) reflected how Aztec culture emphasized harmony with nature
- (B) omitted the atrocities committed by Europeans against the Indians
- (C) included signs that Aztecs would eventually revolt against European
- (D) symbolized the conflict between Christianity and Aztec beliefs

1.3 What is the best description of the context in which the mural described in the passage was painted?

- (A) Aztecs were building alliances with pre-Hispanic kingdoms.
- (B) Aztecs were developing religious movements based on mythical Aztec animals.
- (C) The Spanish in Mexico had recently conquered the Aztecs.
- (D) The Spanish in Mexico were trying to preserve elements of traditional Aztec culture.

Questions 3.1 to 3.3 refer to the passages below.

"Sir, Your Highness should know how our Kingdom is being lost . . . since this is caused by the excessive freedom given by your agents and officials to the men and merchants who are allowed to come to this Kingdom to set up shops. . . . We cannot reckon how great the damage is, since the mentioned merchants are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives . . . they grab them and get them to be sold."

Afonso I, leader of the Kongo Kingdom,
letter to the King of Portugal, July 1526

"We the King of Kilwa [a Swahili city state], Sultan Hasan son of Sultan Ibrahim son of Sultan Yusuf . . . , give our word to M. Morice, a French national, that we will give him a thousand slaves annually at twenty piastres each and that he shall give the King a present of two piastres for each slave. No other but he shall be allowed to trade for slaves, whether French, Dutch, Portuguese, [etc.], until he shall have received his slaves and has no wish for more."

Slave trade agreement, 1776

Questions 3.1 to 3.3 refer to the passage below.

Farmers of all provinces are strictly forbidden to have in their possession any swords, short swords, bows, spears, firearms, or other types of weapons. If unnecessary implements of war are kept, the collection of annual rent (nengu) may become more difficult, and without provocation uprisings can [occur]. . . . The heads of the provinces, samurai who receive a grant of land, and deputies must collect all the weapons described above and submit them to Hideyoshi's government. . . .

If farmers possess only agricultural implements and devote themselves exclusively to cultivating the fields, they and their descendants will prosper. This compassionate concern for the well-being of the farms is the reason for the issuance of this edict, and such concern is the foundation for the peace and security of the country and the joy and happiness of all the people."

Toyotomi Hideyoshi, edicts issued in 1588

3.1 What new technology allowed Hideyoshi and other shoguns to enforce such edicts over powerful daimyo landowners?

- (A) steel samurai swords
- (B) cannons
- (C) warships
- (D) gunpowder and muskets

3.2 The policies of Hideyoshi, like those of Peter the Great in Russia and Louis XIV in France, were designed to

- (A) give more power to elected leaders to make laws
- (B) apply lessons in government learned by studying England
- (C) centralize governmental power and control the upper class
- (D) increase the military power of local landlords

3.3 A historian could use this passage as evidence to support the interpretation that in the late sixteenth century, Japan was

- (A) increasing its reliance on agriculture as the basis of its economy
- (B) decentralizing political power
- (C) seeing the decline of traditional religious beliefs
- (D) following policies that would lead to a peasant revolution

3.1 The interactions described in the passages above are best understood in the context of

- (A) African kingdoms participating in the slave trade
- (B) African kingdoms insisting on a halt to the slave trade
- (C) Europeans forcing the slave trade on unwilling African kingdoms
- (D) European nations giving in to the requests of African kingdoms

3.2 Afonso's major complaint about slavery was that

- (A) Europeans were taking too many valuable young men as slaves
- (B) Europeans were not paying enough money for slaves
- (C) the Portuguese were not helping Afonso manage the vast slave trade
- (D) the Portuguese were failing to prevent other Europeans from seizing slaves

3.3 In both passages, an African leader is attempting to

- (A) give Europeans complete control over the slave trade
- (B) negotiate with Europeans so ordinary Africans could benefit from the slave trade
- (C) regulate the slave trade so his kingdom could profit from it
- (D) assure that the slave trade would end by becoming unprofitable