

GLOBAL HISTORY & GEOGRAPHY

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OPTIONAL PLANNING PAGE

Enduring Issues Essay Planning Page

You may use the Planning Page organizer to plan your response if you wish, but do NOT write your essay response on this page. Writing on this Planning Page will **NOT** count toward your final score.

My Enduring Issue is: _____

Essay Requirements	Yes	Circle documents that apply	One or two possible ideas for outside information
Is this an issue supported by at <i>least three</i> documents? Which documents support this issue?		1 2 3 4 5	
Which documents can be used to develop the definition for this issue?		1 2 3 4 5	
Has this issue significantly affected people or been affected by people? In which document or documents do you see this?		1 2 3 4 5	
Has this issue endured across time or changed over time? In which document or documents do you see this?		1 2 3 4 5	

Refer back to the directions for Part III to review the task.

Write your essay on paper provided by your teacher.

GLOBAL HISTORY & GEOGRAPHY II

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June 2019

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on the space provided the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

In the very heart of Tokyo sits the imperial palace, site of the former Edo Castle. Inside a colossal moat with ramparts that dwarf anything seen in Europe, vast open spaces enclose the last fragments of one of the world's most imposing seventeenth-century monuments. Across the globe in France, Louis XIV's palace and gardens of Versailles form a similar impression of artificial mastery of nature and society. Miles of formal gardens punctuated [decorated] with fountains and statuary surround a palace known for its cold magnificence, with the entire ensemble of town, palace, and park orienting itself around a single, central focal point: the Sun King's broom. Each complex symbolizes a system of power. Edo evokes [brings to mind] the Tokugawa rule by status, which decreed that the daimyo lords, who were themselves forced to spend alternate years in Edo away from their regional domains, lived administratively and spatially segregated from the various other categories of subjects, all ranged in a pattern of residential sectors spiraling around the castle. Versailles, in similar fashion, bespeaks [indicates] the domestication of the French aristocracy in a "gilded cage," where they scrambled for favors while the Sun King undermined their authority and deprived them of their independence. . . .

— William Beik, "Louis XIV and the Cities," *Edo and Paris: Urban Life and the State in the Early Modern Era*,
Cornell University Press, 1994

1. Based on this passage, one way the castle at Edo and the palace at Versailles are similar is that both

- (1) became symbols of power and wealth
- (2) developed into monastic centers of learning
- (3) were meant to provide protection and prevent attacks
- (4) served as monuments to the military

1 _____

2. Which claim can best be supported by this passage?

- (1) The more independent the nobles were the higher their status.
- (2) Nobles maintained their authority by remaining isolated.
- (3) Rulers controlled their nobles by influencing where they lived.
- (4) Spending time in segregated sectors guaranteed nobles the support of their ruler.

2 _____

Base your answers to questions 3 and 4 on the documents below and on your knowledge of social studies.

Declaration of the Rights of Man and of the Citizen – 1789

Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents. . . .

Source: The Avalon Project at Yale Law School

Declaration of the Rights of Woman and Female Citizen – 1791

FIRST ARTICLE

Woman is born free and remains equal to man in rights. Social distinctions can only be founded on common service.

II

The aim of all political associations is to preserve the natural and inalienable rights of Woman and Man: these are the rights to liberty, ownership, safety and, above all, resistance to oppression. . . .

IV

Liberty and justice lie in rendering everything which belongs to others as of right. Thus the exercise of woman's natural rights has no limit other than the perpetual tyranny of man's opposing them: these limits must be reformed by the laws of nature and reason. . . .

VI

The Law must be the expression of the general will; all citizens, female and male, should concur [agree] personally or through their representatives in its formation, and it must be the same for all. All citizens, being equal in its eyes, must be equally eligible to all honours, positions and public posts according to their abilities, and with no other distinction other than those of their virtues and talents. . . .

Source: Olympe de Gouges, 1791

3. Which political philosophy is best supported by both documents?

- (1) Rule of law represents a social contract with the people.
- (2) Tyranny encourages liberty and security.
- (3) Separation of powers guarantees people fair treatment.
- (4) Oppression promotes the general will.

3 _____

4. Which event most directly influenced the writing of both documents?

- (1) Iranian Revolution
- (2) Cuban Revolution
- (3) French Revolution
- (4) Russian Revolution

4 _____

Base your answers to questions 5 and 6 on the passage and illustration below and on your knowledge of social studies.

... "I started from Cork, by the mail [coach] (says our informant), for Skibbereen and saw little until we came to Clonakilty, where the coach stopped for breakfast; and here, for the first time, the horrors of the poverty became visible, in the vast number of famished poor, who flocked around the coach to beg alms: amongst them was a woman carrying in her arms the corpse of a fine child, and making the most distressing appeal to the passengers for aid to enable her to purchase a coffin and bury her dear little baby. This horrible spectacle induced me to make some inquiry about her, when I learned from the people of the hotel that each day brings dozens of such applicants into the town. . . ."



Source: James Mahony, "Sketches in the West of Ireland," *The Illustrated London News*, February 13, 1847 (adapted)

5. What is the most likely purpose of this document?

- (1) to highlight the benefits of free market
- (2) to record the negative effects of child labor
- (3) to minimize the impacts of agricultural innovations
- (4) to inspire social and political reform

5 _____

6. The conditions described in this passage directly resulted in

- (1) Ireland invading Britain
- (2) millions of Irish emigrating to the United States
- (3) most landlords forgiving the rent the Irish owed
- (4) Britain agreeing to withdraw from Ireland

6 _____

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

... At times, gas has been known to travel, with dire results, fifteen miles behind the lines.

A gas, or smoke helmet, as it is called, at the best is a vile-smelling thing, and it is not long before one gets a violent headache from wearing it.

Our eighteen-pounders were bursting in No Man's Land, in an effort, by the artillery, to disperse the gas clouds.

The fire step was lined with crouching men, bayonets fixed, and bombs near at hand to repel the expected attack.

Our artillery had put a barrage of curtain fire on the German lines, to try and break up their attack and keep back re-inforcements.

I trained my machine gun on their trench and its bullets were raking the parapet [spraying the wall].

continued on the next page

Then over they came, bayonets glistening. In their respirators, which have a large snout in front, they looked like some horrible nightmare. . . .

— Arthur Empey, "Over the Top," G. P. Putnam's Sons, 1917

7. A historian could best use this passage to study which topic of World War I?

- (1) events that started the war (3) equipment utilized by soldiers
(2) impact of combat on civilians (4) propaganda that supported the war effort

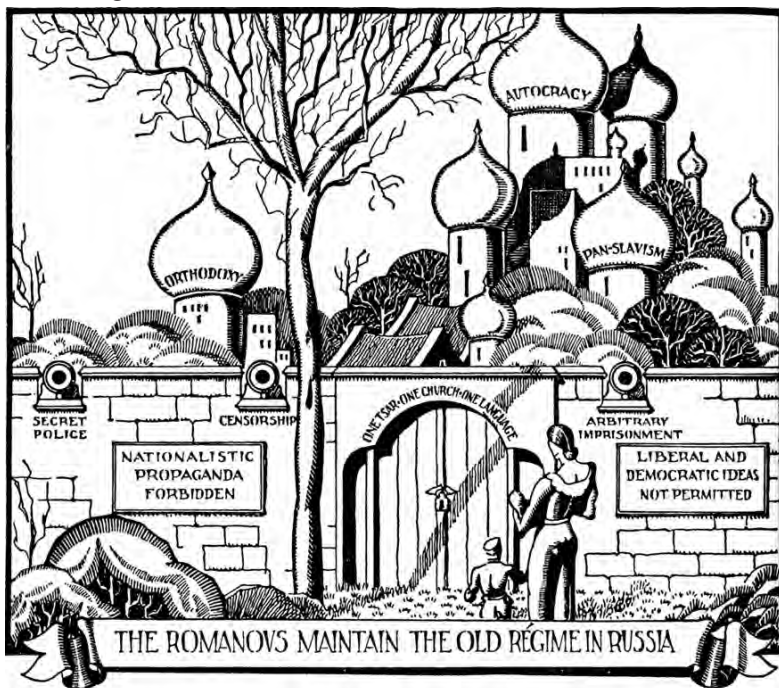
7 _____

8. Which claim can best be supported by this passage?

- (1) New technology made warfare more destructive.
(2) Warfare had a limited impact on the environment.
(3) Countries engaged in war were punished for their actions.
(4) Illness and disease took many lives.

8 _____

Base your answers to questions 9 and 10 on the illustration below and on your knowledge of social studies.



*Tsar – Czar

Source: Philip Dorf, Visualized World History, Oxford Book Company

9. Which point of view is expressed in this illustration?

- (1) The Russian Orthodox Church caused the fall of the Romanov dynasty.
(2) The Russian government encouraged a diversity of opinions.
(3) The Romanovs suppressed Enlightenment ideas within their empire.
(4) The Russian Revolution made conditions worse for most minorities.

9 _____

10. Which long-term historical circumstance about Russia is shown in this illustration?

- (1) appeal of Marxism to the Russian nobles
- (2) autocratic rule of Russian royalty
- (3) rejection of the Pan-Slavism movement
- (4) support of the Russian Orthodox Church for democratic ideals 10_____

Base your answers to questions 11 through 13 on the time line below and on your knowledge of social studies.

Interactions Between the United States of America and the Soviet Union		
1948–49	1962	1979
In June 1948, the Soviet Union blockades democratic West Berlin. The U.S. and its allies fly in supplies daily to keep the city from starving. The Soviets lift the blockade in May 1949.	U.S. spy planes discover Soviet-built nuclear sites in Cuba. After a tense 13-day standoff with President John F. Kennedy, the Soviets remove the missiles.	Soviet troops invade Afghanistan. Aided by the U.S., Islamic fighters wage a 10-year guerrilla war against the Soviets, who withdraw in 1989.

— Carl Stoffers, “Are We Heading Toward a New Cold War?” *New York Times Upfront*, October 10, 2016 (adapted)

11. Which foreign policy action best explains the United States response to Cold War situations?

- (1) repeated reliance on appeasement
- (2) consistent attempts to bring about détente
- (3) a continuing pursuit of nonalignment
- (4) a long-term commitment to containment 11_____

12. Which claim best supports the pattern of interaction between the United States and the Soviet Union between 1948 and 1979?

- (1) Conflict occurred when one side tried to expand its sphere of influence into another country or region.
- (2) Disagreements between the United States and the Soviet Union were quickly resolved without the deployment of the military.
- (3) Leaders of other countries encouraged conflict between the superpowers.
- (4) Peace and stability were created around the world as a result of the alliance between the United States and the Soviet Union. 12_____

13. Which document would best provide information about the impact these events had on regions other than the United States and the Soviet Union?

- (1) Russian textbook published in 2015
- (2) television interview with President John F. Kennedy
- (3) memoirs of people living in East Germany, Cuba, and Afghanistan
- (4) line graph of the Soviet Union’s gross domestic product between 1948 and 1968 13_____

Base your answers to questions 14 and 15 on the passage below and on your knowledge of social studies.

For a fortnight Gandhi's march is intended to be only a demonstration. Then, when he expects to be at the sea, he will begin to produce salt from brine [salt water], and so infringe [violate] the Government salt monopoly, defying the Government to arrest and punish him. At the same time his supporters everywhere have been incited by him to refuse to pay local taxes.

— Gandhi's March to the Sea, *The Guardian*, 1930

14. The actions taken by Gandhi reflect his commitment to which policy?

- | | | |
|---------------------------|------------------------|----------|
| (1) collectivization | (3) civil disobedience | |
| (2) religious intolerance | (4) censorship | 14 _____ |

15. The actions of Gandhi and his supporters, as described in this passage, helped lead to the

- | | |
|--|----------|
| (1) banning of Western books and music | |
| (2) removal of British control from the subcontinent | |
| (3) development of an economic alliance for South Asian nations | |
| (4) peaceful partitioning of British India into India and Pakistan | 15 _____ |

Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

. . . History shows that wars are divided into two kinds, just and unjust. All wars that are progressive [reformist] are just, and all wars that impede [obstruct] progress are unjust. We Communists oppose all unjust wars that impede progress, but we do not oppose progressive, just wars. Not only do we Communists not oppose just wars, we actively participate in them. As for unjust wars, World War I is an instance in which both sides fought for imperialist interests; therefore the Communists of the whole world firmly opposed that war. The way to oppose a war of this kind is to do everything possible to prevent it before it breaks out and, once it breaks out, to oppose war with war, to oppose unjust war with just war, whenever possible. . . .

— Mao Zedong, *Quotations from Chairman Mao Tse-Tung*,
Foreign Languages Press, Peking, 1966

16. Based on this passage, what does Mao believe about war from the communist perspective?

- | | |
|---|----------|
| (1) Wars are inevitable regardless of the society. | |
| (2) Wars can be just or unjust depending on their purpose. | |
| (3) Wars have a purpose in all societies because of a constant need for change. | |
| (4) Wars should be permitted when a government needs to obstruct progress. | 16 _____ |

17. Based on this passage, what does Mao believe about World War I?

- (1) The philosophical beliefs of the competing countries challenged traditional ideals.
- (2) The potential political gains of European nations benefited China.
- (3) The countries in the war were involved for their individual economic benefits.
- (4) The possible military losses made it too risky for the Communist Party to intervene.

17_____

Base your answers to questions 18 and 19 on the cartoon below and on your knowledge of social studies.



Source: Kevin Kallaugh, *The Economist*, February 14, 2004 (adapted)

18. Which leader's political legacy most directly influenced the situation shown in this 2004 cartoon?

- (1) Ayatollah Khomeini
- (2) Slobodan Milošević
- (3) Augusto Pinochet
- (4) Kemal Atatürk

18_____

19. What is the main idea of this 2004 cartoon?

- (1) Iran continues to build its modern infrastructure.
- (2) Iran is experiencing tensions between tradition and modernity.
- (3) Extensive ballot choices have weakened democracy in Iran.
- (4) Theocracy is the best form of government for Iran to adopt

19_____

Base your answers to questions 20 through 22 on the passage below and on your knowledge of social studies.

... Yet in recent months something has changed. Kim Jong Il, whose regime was responsible for the first test and who died in 2011, had only a rudimentary [basic] nuclear device, useful mainly for blackmail. Under his son, Kim Jong Un, the programme has rapidly gathered pace, with two nuclear tests this year alone. The North has also conducted 21 missile tests this year, including one from a submarine—a first. The ability to miniaturise a tactical nuclear weapon on a working missile could be just two or three years away, with an inter-continental ballistic missile capable of hitting California possible in five years' time. Chun Yung-woo, a South Korean former national security adviser, talks of "growing outrage. . . after five tests, a change of mood, a sense of urgency."

Once, it was possible to hope that the North's isolated regime would implode [fail] under its own contradictions before it gained a proper nuclear capability. But the spread of informal markets and, for some North Koreans, a measure of prosperity may have strengthened the regime's chances of survival. A consensus in Seoul is forming that Mr Kim now aims to dictate events on the peninsula—including the ability to demand that the Americans leave. One senior foreign diplomat in Seoul says that for the first time he hears people wondering openly whether there will be a major conflict on the peninsula in their lifetime. . . .

— "A Shrimp Among Whales," *The Economist*, October 27, 2016

20. The tensions between North Korea and South Korea described in this passage began over

- (1) boundaries drawn during the Cold War
- (2) ethnic conflict on the Korean peninsula
- (3) trade disputes centered on fishing rights in the Yellow Sea
- (4) China's purchase of submarine technology from North Korea

20 _____

21. Based on this passage, in which way is the situation in the Korean peninsula comparable to the history of South Asia since World War II?

- (1) Peaceful protests led colonial powers to surrender their control of the region.
- (2) Increased prosperity has accompanied a shift from totalitarian to democratic rule.
- (3) Regional conflicts have contributed to the proliferation of nuclear weapons.
- (4) Technological progress reduced tension and led to improved trade relationships.

21 _____

22. Which claim is best supported in this passage?

- (1) An arms race will help defuse tensions on the Korean peninsula.
- (2) Economic cooperation between the two Koreas would spread democracy to the North.
- (3) An invasion by the United States could remove Kim Jong Un from power with few casualties.
- (4) North Korea's successful military tests have increased the likelihood of war.

22 _____

Base your answers to questions 23 and 24 on the photographs below and on your knowledge of social studies.

A Stadium With a Bloody Past



Chile: For weeks after the coup, the military rounded up political and social activists and suspected supporters of the former president, Salvador Allende, and brought them to the concrete edifice [structure], which opened in 1938 and hosted matches at the 1962 World Cup. . . .

Source: David Waldstein, "In Chile's National Stadium, Dark Past Shadows Copa América Matches," *New York Times*, June 17, 2015 (adapted)

The "Dirty War"



Argentina: The Mothers of the Plaza de Mayo. According to a report published in 1986, almost 9,000 Argentines disappeared during the "dirty war."

Source: Gofen and Jermyn, *Argentina*, Marshall Cavendish, 2002 (adapted)

23. Based on these photographs, which action taken by the governments of Chile and Argentina violated the principles of the Universal Declaration of Human Rights?

- (1) conducting trials by juries (3) arresting known criminals
(2) blowing up factories (4) kidnapping political opponents 23_____

24. In which way are the situations shown in these photographs similar?

- (1) Military regimes overthrew democratically elected leaders in both countries.
(2) The United Nations sent peacekeeping forces that provided aid in both countries.
(3) Marxist parties removed the military leaders holding power in both countries.
(4) Foreign armies led invasions in both countries. 24_____

Base your answers to questions 25 and 26 on the cartoon and excerpt below and on your knowledge of social studies.



Source: Adam Zyglis, *New York Times Upfront*,
October 10, 2016

... “Putin sincerely believes that the end of the Cold War was a source of humiliation and misery for Russia and that the duty of any Russian leader is to erase that humiliation and restore Russia to some of the superpower glory of the Soviet Union,” says Leon Aron, Director of Russian Studies at the American Enterprise Institute in Washington, D.C. . . .

— Carl Stoffers, “Are We Heading Toward a New Cold War?,” *New York Times Upfront*,
October 10, 2016

25. This cartoonist is comparing Vladimir Putin to

- | | |
|----------------------|-----------------------|
| (1) Czar Nicholas II | (3) Mikhail Gorbachev |
| (2) Joseph Stalin | (4) Boris Yeltsin |

25 _____

26. Which earlier historical development best reflects Putin’s strategy for rebuilding Russia’s prestige in the world?

- (1) granting of independence to former Soviet republics
- (2) removal of Soviet troops from Afghanistan
- (3) lifting of the Berlin blockade
- (4) installation of communist regimes throughout Europe

26 _____

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

The genius of apartheid was convincing people who were the overwhelming majority to turn on each other. Apart hate, is what it was. You separate people into groups and make them hate one another so you can run them all.

At the time, black South Africans outnumbered white South Africans nearly five to one, yet we were divided into different tribes with different languages: Zulu, Xhosa, Tswana, Sotho, Venda, Ndebele, Tsonga, Pedi, and more. Long before apartheid existed these tribal factions clashed and warred with one another. Then white rule used that animosity [hatred] to divide and conquer. All nonwhites were systematically classified into various groups and subgroups. Then these groups were given differing levels of rights and privileges in order to keep them at odds. . . .

— Trevor Noah, *Born a Crime: Stories from a South African Childhood*,
Spiegel & Grau, 2016

27. According to this author, how did the minority white population maintain control over the majority black population in South Africa?

- (1) through military conscription of black South Africans
- (2) through divide and conquer techniques that kept tribes at odds
- (3) by enforcing the use of tribal languages so that tribes could not communicate
- (4) by allowing democracy within localized areas in the black South African community

27_____

28. Since the end of apartheid, which problem continues to exist in South Africa?

- (1) inability of nonwhites to vote in elections
- (2) restricting educational instruction to Afrikaans
- (3) monopolizing of political power by white South Africans
- (4) persistence of segregation as a result of economic inequalities

28_____

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

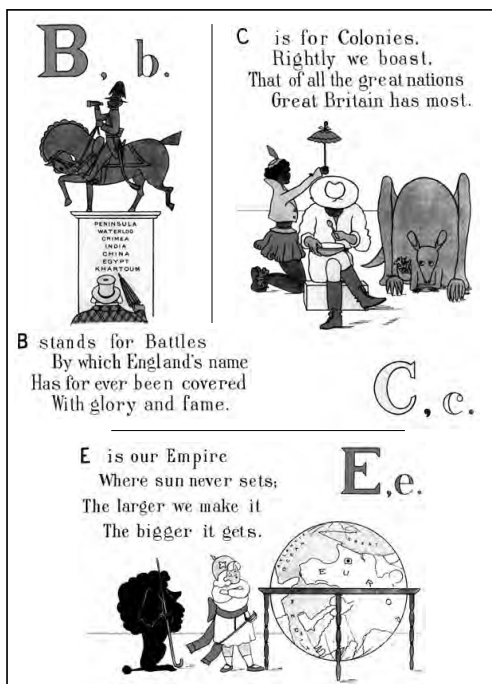
Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
- Question 33 uses Document 2 (Source)
- Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)

CRQ Set 1 Directions (29-31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 and on your knowledge of social studies.

Document 1



29. Explain the historical circumstances that led to British attitudes about their empire as shown in this excerpt from *An ABC for Baby Patriots*. [1]

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

The Discovery of India was written by Jawaharlal Nehru during his imprisonment at Ahmadnagar Fort in British India from April to September 1944. Nehru was a leader in the Indian National Congress.

The Chief business of the East India Company in its early period, the very object for which it was started, was to carry Indian manufactured goods—textiles, etc., as well as spices and the like—from the East to Europe, where there was a great demand for these articles. With the developments in industrial techniques in England a new class of industrial capitalists rose there demanding a change in this policy. The British market was to be closed to Indian products and the Indian market opened to British manufactures. The British parliament, influenced by this new class, began to take a greater interest in India and the working of the East India Company. To begin with, Indian goods were excluded from Britain by legislation, and as the company held a monopoly in the Indian

continued on the next page

export business, this exclusion influenced other foreign markets also. This was followed by vigorous attempts to restrict and crush Indian manufactures by various measures and internal duties which prevented the flow of Indian goods within the country itself. British goods meanwhile had free entry. The Indian textile industry collapsed, affecting vast numbers of weavers and artisans. The process was rapid in Bengal and Bihar; elsewhere it spread gradually with the expansion of British rule and the building of railways. It continued throughout the nineteenth century, breaking up other old industries also, shipbuilding, metalwork, glass, paper, and many crafts.

To some extent this was inevitable as the older manufacturing came into conflict with the new industrial technique. But it was hastened by political and economic pressure, and no attempt was made to apply the new techniques to India. Indeed every attempt was made to prevent this happening, and thus the economic development of India was arrested [stopped] and the growth of the new industry prevented. Machinery could not be imported into India. A vacuum was created in India which could only be filled by British goods, and which also led to rapidly increasing unemployment and poverty. The classic type of modern colonial economy was built up, India becoming an agricultural colony of industrial England, supplying raw materials and providing markets for England's industrial goods. . . .

Source: Jawaharlal Nehru, *The Discovery of India*, The John Day Company, 1946

30. Identify Jawaharlal Nehru's point of view concerning British colonialism in India based on this excerpt. [1]

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

31. Identify **and** explain a cause-and-effect relationship associated with the historical developments in documents 1 and 2. Be sure to use evidence from **both** documents 1 and 2 in your response. [1]

CRQ Set 2 Directions (32-34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

Economic development has played a role in China’s efforts to establish its identity and to maintain its security at different times in its history. Economic development policies have affected China’s relationship with foreigners. This excerpt focuses on economic development in China before Mao Zedong came to power and during the time Mao was in power.

. . . Chinese economic and technological systems were backward compared to those of the West. This sense of vulnerability created the dominating issue of modern Chinese politics, the search for wealth and power. Left unsolved by previous governments, the problem remained to be addressed by the People’s Republic when it came to power [on October 1, 1949].

To develop without relying on foreign powers, Mao Zedong and his colleagues devised a system modeled on Stalinism but with a number of unique features. They collectivized the land and organized the peasants into communes. The party-state extracted capital from agriculture, used it to build state-owned industry, and returned the profits to more industrial investment. This led to rapid industrial growth in the 1950s, although growth slowed later under the impact of the Great Leap Forward and the Cultural Revolution. In three decades China made itself self-sufficient in nearly all resources and technologies.

However, by the end of Mao’s life in 1976 China’s economy was stagnant [not advancing], and technology lagged twenty to thirty years behind world standards and most Chinese lived in cramped quarters with poor food and clothing, few comforts, and no freedoms. Much of Asia and the world had raced beyond China toward technical and social modernity. . . .

Source: “China’s Foreign Policy: The Historical Legacy and the Current Challenge,” Asia for Educators online, Columbia University, 2009

32. Explain the historical circumstances that led to the developments discussed in this excerpt from “China’s Foreign Policy.” [1]

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

Deng Xiaoping was the most powerful leader in China from December 1978 until he stepped down in 1992. In early 1992, Deng Xiaoping visited and gave talks in some southern Chinese cities.

... The reason some people hesitate to carry out the reform and the open policy and dare not break new ground is, in essence, that they're afraid it would mean introducing too many elements of capitalism and, indeed, taking the capitalist road. The crux of the matter is whether the road is capitalist or socialist. The chief criterion for making that judgement should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards. As for building special economic zones, some people disagreed with the idea right from the start, wondering whether it would not mean introducing capitalism. The achievements in the construction of Shenzhen have given these people a definite answer: special economic zones are socialist, not capitalist. In the case of Shenzhen, the publicly owned sector is the mainstay of the economy, while the foreign-invested sector accounts for only a quarter. And even in that sector, we benefit from taxes and employment opportunities. We should have more of the three kinds of foreign-invested ventures [joint, cooperative and foreign-owned]. There is no reason to be afraid of them. So long as we keep level-headed, there is no cause for alarm. We have our advantages: we have the large and medium-sized state-owned enterprises and the rural enterprises. More important, political power is in our hands.

Some people argue that the more foreign investment flows in and the more ventures of the three kinds are established, the more elements of capitalism will be introduced and the more capitalism will expand in China. These people lack basic knowledge. At the current stage, foreign-funded enterprises in China are allowed to make some money in accordance with existing laws and policies. But the government levies taxes on those enterprises, workers get wages from them, and we learn technology and managerial skills. In addition, we can get information from them that will help us open more markets. Therefore, subject to the constraints of China's overall political and economic conditions, foreign-funded enterprises are useful supplements to the socialist economy, and in the final analysis they are good for socialism. . . .

Source: Deng Xiaoping, "Excerpts from Talks Given in Wuchang, Shenzhen, Zhuhai, and Shanghai," January 18–February 21, 1992, China Through A Lens online

33. Based on this excerpt, explain the purpose of Deng Xiaoping's speech which addresses reform and the open policy in China. [1]

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

34a-34b Using evidence from *both* Documents 1 and 2 and your knowledge of social studies:

- a) Identify a similarity *or* a difference between the economic development policies of Mao Zedong and those of Deng Xiaoping. [1]
- b) Explain the similarity *or* difference you identified using evidence from both documents. [1]

Part III
(Question 25)

ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and, on a separate sheet of paper, write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents. You may use optional planing page in the front of the book if you wish.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify *and* define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Define—means to explain features of a thing or concept so that it can be understood.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

In this excerpt, the transformation of the British economy is discussed.

For a few decades in the 19th century British manufactured goods dominated world trade. Most mass manufactured items were produced more efficiently and competitively in Britain than elsewhere. She also had the commercial, financial and political power to edge out rivals at home and abroad. In some industries, most notably textiles, massive changes took place in technology and in the organisation of production causing dramatic productivity growth. This in turn brought a steep decline in prices. In many other sectors more modest organisational improvements coupled with greater specialisation and the employment of cheap labour brought similar, though less dramatic, results. An unprecedented [extraordinary] range and variety of products thus came within the grasp of a new mass market both within Britain and overseas. No other country could at first compete so Britain became the workshop of the world. . . .

Source: Pat Hudson, "The Workshop of the World," BBC History online, March 29, 2011

Document 2

One of the major commodities exported from India to Britain was tea. . . . A growing industry, by 1900 there were around 4,000 tea estates in north and south India, as well as over 2,000 in Ceylon (now Sri Lanka). This popular drink generated a hugely profitable industry, and a tea culture emerged in Britain with its own quintessentially [classically] English customs and rituals. . .

SEPT. 17, 1892 THE ILLUSTRATED LONDON NEWS 383

LIPTON'S TEAS

Direct from the Tea Garden to the Tea Pot.
No Middlemen's Profits to Pay.

RICH, PURE, & FRAGRANT.

1/- and 1/4 per lb.

THE FINEST TEA THE WORLD CAN PRODUCE.

1/7 per lb.

NO HIGHER PRICE.

OVER ONE MILLION PACKETS SOLD WEEKLY.

SPECIAL NOTICE.—Delicious Caviars. Did for an extra 1d. per lb. in any order of 10 lb. or upwards. Samples sent free on Application.

LIPTON,
Tea & Coffee Planter, CEYLON.

Sole Proprietor of the following celebrated Tea and Coffee Estates in Ceylon:—Dambadeniya, Laxmabadi, Moosambadi, Mahabandulana, Jambak, Pappani, Harnabadi, and Gumbadi, which were formerly of several the best Tea land in Ceylon.

Tea and Coffee Shipping Warehouse: Madras Mills, Chittoor (Madras) Ceylon.

Ceylon Office: Upper Chittam Street, Colombo.

Indian Office and Shipping Warehouse: 5, Upper Bazaar, Calcutta.

General Offices: BATH ST., CITY RD., LONDON, E.C.

LONDON BRANCHES.

Angel House, Edinboro, N. 10, Old Street, E.C. 1, High Street, Kensington, 181 and 182, Regent Road, W.; 88, Woodhouse Grove, W.; 117, Bepton Road, S.W.; 59, Upper Street, Finsbury; 18, St. John's Road, Islington; 88, Ry Lane, Finsbury; 141, Watford Road; 141, Trafalgar Road, Kent (Goswell); 14, High Street, Islington; 214, High Street, Camden Town; 12, Ladbroke Wall, Ladbroke; High Road, Tottenham; 8 and 20, Stratton Street, Westminster; 220, Wandsworth Road; 14, Seven Sisters Road, Haringey; 140, Lambeth; 115, Street, Hammersmith; 141, King Street, Hammersmith; 141, King Street, Hammersmith; 231, North End Road, Putney; 14, North End Road, Putney; 66, New Col, Lambeth; 182, High Street, Stoke Newington; 6, Little Pudding Street, Finsbury; 11, Chapel Street, Soho, W. 1; 14, Horse Street, Whitechapel; 115, Salmons Lane, Lambeth, E. 2; 294, Barking Road, Canning Town, E.

AND BRANCHES THROUGHOUT GREAT BRITAIN AND IRELAND.



Source: Lipton Tea Advertisement, *The Illustrated London News*, September 17, 1892, as found in "Global Trade and Empire," Asians in Britain, British Library online

Document 3

George Soros is a Hungarian-American investor, businessman, and philanthropist. He has published books and articles on finance and on public policy.

... The disparity [difference] in the treatment of labor and capital is an essential feature of the global capitalist system as it is currently organized. Capital moves to countries where it finds cheap labor and other favorable conditions. This helps those countries to develop; a number of them have made remarkable progress. Developed countries lose jobs, but the gains from trade allow new jobs, often with greater value added, to be created. There is also a certain amount of migration, both legal and illegal, to the rich countries to fill jobs that cannot be filled locally. But workers in the countries that offer cheap labor are often deprived of the right to organize and are mistreated in other ways. China is notorious in this respect. . . .

Source: George Soros, *George Soros On Globalization*, Public Affairs, 2002

Document 4**Child Labor and Global Free Trade**

The minimum working age set in the International Labor Organization's (ILO) Convention on Child Labor is 15, although in special circumstances it may be 14. Yet in 2000, the ILO estimated that there were 211 million children between the ages of 5 and 14 working around the world. This equates to just under one-fifth of all children in this age group. Of these children, about 73 million were younger than 10 years old. This seems like exploitation of the worst kind—and it often is.

Compared to the WTO [World Trade Organization], the ILO is almost without power, prompting critics of globalization to argue for a greater role for the WTO in enforcing labor standards. Many labor violations have nothing to do with international trade and may have no impact on it. In many countries, for example, child labor is not seen as exploitation but as a normal part of family life. Children work alongside their parents and other relatives in extended family businesses. Others, less fortunate, work in factories, fields, or mines.

Some have argued for greater ratification and enforcement of ILO conventions. Although a worldwide legal ban on child labor might sound like a good idea, it could actually make matters worse, further driving struggling families into poverty. A recent agreement negotiated in Brazil suggests a possible solution. There, a successful pilot project pays subsidies to poor families if all the children in the family regularly attend school. A more recent proposal would reward girls with a savings account if they complete eight years of school.

Source: Randall Frost, *The Globalization of Trade*, Smart Apple Media, 2004

Document 5

Guiyu is a town in China famous for recycling electronic waste (e-waste). Many involved in the e-waste business migrated from poorer regions in China to gain work with the hope of opening their own business. Andrew Blackwell visited Guiyu in 2011.

... Theirs [the Han family] was one of thousands of similar workshops in town. Guiyu's entire economy is based on tearing apart old electronics and reselling the components and raw materials. Walk the streets and you will see building after building with a workshop at ground level and family quarters on the upper floors.

It's a dirty business. Computers are full of all kinds of things that are bad for you—things other than the Internet—and when you tear them apart, or melt them down, or saw them into pieces, a portion of those toxic substances is released. In a place like Guiyu, with what I'll call relaxed workplace standards, you end up with workshops full of lead dust and other heavy metals and clouds of who the hell knows what floating through the streets. The water is laced with PCBs and PBDEs and other hazardous acronyms. The air, the water, the dust—in Guiyu it comes with promises of cancer, nerve damage, and poisoned childhood development.

Exporting toxic waste across borders, especially to developing countries, is supposed to be illegal. The Basel Convention, the treaty that outlaws it, was already nearly twenty years old by the time I visited Guiyu, in 2011. In the case of electronic waste, though, the convention is easy to circumvent [get around]. As the green-electronics coordinator at the ever-present Greenpeace has said, "the common way exporters get round existing regulations is to relabel e-waste as second-hand goods for recycling." ...

Source: Andrew Blackwell, *Visit Sunny Chernobyl*, Rodale, 2012

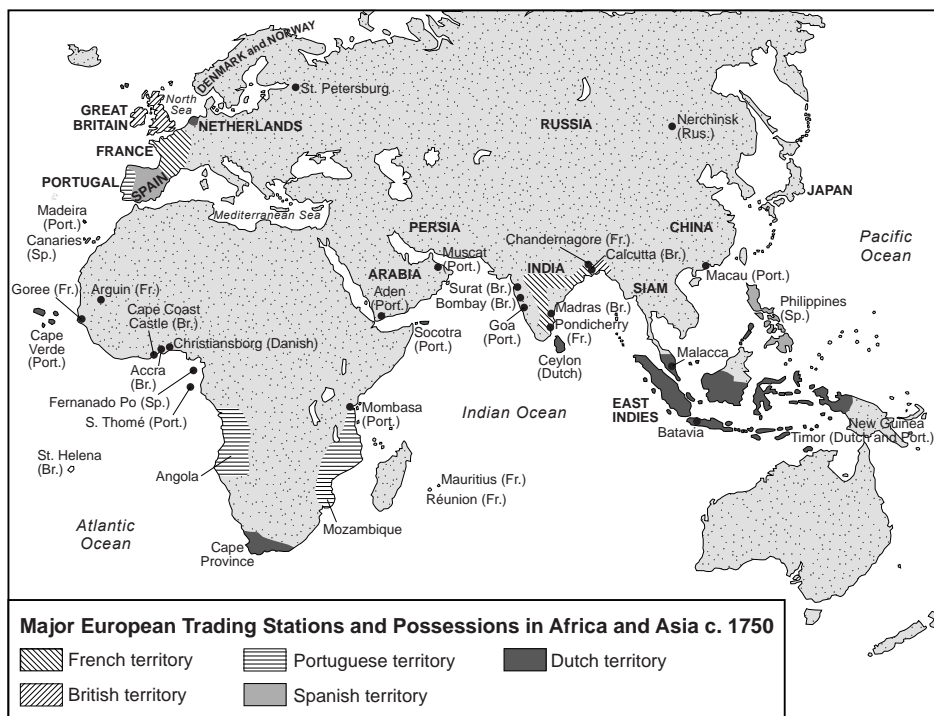
August 2019

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on the space provided the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: J. M. Roberts, *A History of Europe*, Allen Lane (adapted)

1. What is a valid conclusion based on the information shown on this map?

- (1) Each European power represented had possessions in the East Indies.
- (2) Most European trading stations and empires were located along the coast.
- (3) France controlled more ports in India than Britain did.
- (4) Russia had the largest number of trading stations in Asia.

1 _____

2. Which Europeans controlled the waterways connecting the Indian Ocean to the Pacific Ocean?

- (1) Spanish
- (2) Portuguese
- (3) Dutch
- (4) French

2 _____

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies.

. . . I shall tell you with what we must provide ourselves in order to expel the Spaniards and to found a free government. It is *union*, obviously; but such union will come about through sensible planning and well-directed actions rather than by divine magic. America stands together because it is abandoned by all other nations. It is isolated in the center of the world. It has no diplomatic relations, nor does it receive any military assistance; instead, America is attacked by Spain, which has more military supplies than any we can possibly acquire through furtive [stealthy] means.

When success is not assured, when the state is weak, and when results are distantly seen, all men hesitate; opinion is divided, passions rage, and the enemy fans these passions in order to win an easy victory because of them. As soon as we are strong and under the guidance of a liberal nation which will lend us her protection, we will achieve accord [unity] in cultivating the virtues and talents that lead to glory. Then will we march majestically toward that great prosperity for which South America is destined. Then will those sciences and arts which, born in the East, have enlightened Europe, wing their way to a free Colombia, which will cordially bid them welcome. . . .

— Simón Bolívar, "Reply of a South American to a Gentleman of This Island [Jamaica],"
September 6, 1815 (adapted)

3. In this letter, Simón Bolívar's goal is to

- (1) become monarch of the strongest country in South America
- (2) break off diplomatic relations with Europe
- (3) form one nation that unifies all of South America
- (4) convince Mexico to join in his fight against Spain

3 _____

4. Simón Bolívar's actions were most likely influenced by the ideas of

- (1) church officials
- (2) Enlightenment thinkers
- (3) laissez-faire economists
- (4) Marxist followers

4 _____

Base your answers to questions 5 through 7 on the illustration and excerpt below and on your knowledge of social studies.

FUN.—August 18, 1866.



DEATH'S DISPENSARY.

OPEN TO THE POOR, GRATIS [free of charge],
BY PERMISSION OF THE PARISH.

Source: George Pinwell, "Death's Dispensary,"
Fun Magazine, August 18, 1866 (adapted)

In cities and towns, drinking water was drawn from the same rivers into which raw sewage flowed. This sewage contaminated the water with the bacteria that cause cholera and typhoid fever. However, a direct link between germs and diseases had yet to be made. In England, London's Thames river was so polluted that in the summer of 1858, the "Great Stink" drove Members of Parliament out of the House of Commons, situated close to the river.

— Richard Walker, *Epidemics & Plagues*,
Kingfisher, 2006

5. This illustration and excerpt depict events from which time and place in history?

(1) Revolutionary France

(3) Meiji Japan

(2) Victorian England

(4) Soviet Russia

5 _____

6. Which characteristic of the Industrial Revolution most directly contributed to the health concern highlighted in this illustration and excerpt?

(1) urban population growth

(3) new power sources

(2) improved communication

(4) trade union movement

6 _____

7. Which action effectively addressed the specific public health concern raised in this illustration and excerpt?

(1) installation of electric lighting in poor neighborhoods

(2) burning herbs to purify the air

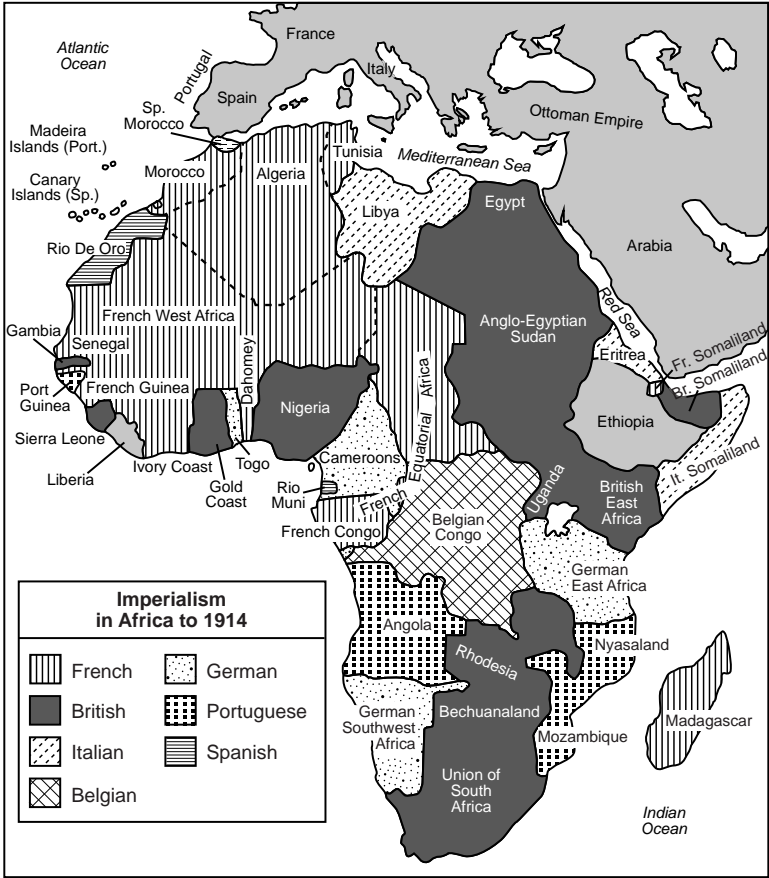
(3) improvements in water treatment

(4) relocation of government offices

7 _____

Base your answers to questions 8 and 9 on the map below and on your knowledge of social studies.

The Partition of Africa



Source: Costello et al., *World History: Book 3, 1815–1919*,
The Center for Learning, 1992 (adapted)

8. What was a result of the political situation shown on this map?

(1) Most local rulers had power equal to that of European leaders.

(2) The economic prosperity of the African nationalist leaders increased their power.

(3) African leaders willingly adopted European forms of governance including constitutions.

(4) The boundaries that were established led to the division of traditional cultures and commerce.

8 _____

9. Which African state organized the most successful resistance movement to the European actions shown on this map?

- (1) Nigeria (2) Algeria (3) Ethiopia (4) Libya

9 _____

Base your answers to questions 10 and 11 on the poem below and on your knowledge of social studies.

Attack

At dawn the ridge emerges massed and dun [brownish dark grey]
 In the wild purple of the glowering [glaring] sun,
 Smouldering through spouts of drifting smoke that shroud
 The menacing scarred slope; and, one by one,
 Tanks creep and topple forward to the wire.
 The barrage roars and lifts. Then, clumsily bowed
 With bombs and guns and shovels and battle-gear,
 Men jostle and climb to meet the bristling fire.
 Lines of grey, muttering faces, masked with fear,
 They leave their trenches, going over the top,
 While time ticks blank and busy on their wrists,
 And hope, with furtive eyes and grappling fists,
 Flounders in mud. O Jesu, make it stop!

— Siegfried Sassoon, 1918

10. This poem describes events related to which international conflict?

(1) World War I (2) World War II (3) Korean War (4) Vietnam War 10 _____

11. Which claim about modern warfare is best supported by this poem?

(1) Soldiers were not as brave as in the past.
 (2) Technology made combat more deadly.
 (3) Religion became more central to longstanding conflicts.
 (4) Scientific research did not supply battle-ready innovations. 11 _____

Base your answers to questions 12 and 13 on the excerpt below and on your knowledge of social studies.

BOMBAY, SUNDAY

The great test has come for “Mahatma” Gandhi, the Indian Nationalist leader, in his efforts to obtain the complete independence of India from British rule. Wading into the sea this morning at Dandi, the lonely village on the Arabian Sea shore, Gandhi and his followers broke the salt monopoly laws and so inaugurated the campaign of mass civil disobedience. There was no interference by the authorities, although a detachment of 150 police officers had been drafted into Dandi and a further force of 400 police was at Jalalpur.

The actual breaking of the salt monopoly law was witnessed by a large crowd who gathered at the seashore. Surrounded by about 100 volunteers—including those who had made the 200-mile march from Ahmedabad,—Gandhi waded into the sea and bathed. Pots were then filled with seawater and boiled or left in the sunshine and the salt residue sprinkled on the ground. Gandhi was hailed by Mrs. Sarojini Naidu, the Indian poetess, as “the lawbreaker.” . . .

— *The Manchester Guardian*, April 7, 1930

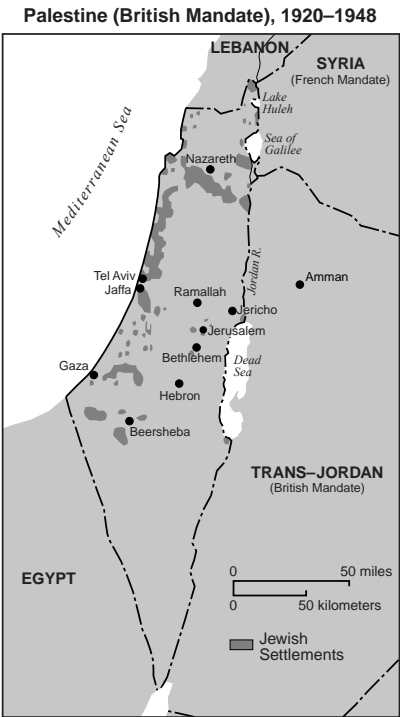
12. The actions taken by Gandhi and his followers, as described in this excerpt, are examples of

(1) political espionage (3) collective bargaining
 (2) economic terrorism (4) nonviolent resistance 12 _____

13. Which statement best summarizes the effects actions like those expressed in this excerpt had on India?
- (1) International support for British colonial rule in India grew.
 - (2) The call for Indian self-government was abandoned.
 - (3) Separatist movements in India ended the fear of oppression.
 - (4) British control of India gradually weakened and ended.

13 _____

Base your answers to questions 14 and 15 on the maps below and on your knowledge of social studies.



14. What would be the best use for this pair of maps?
- (1) to explain why European powers used the mandate system
 - (2) to examine the relationship between fresh water and Arab settlement patterns
 - (3) to understand a reason used to establish boundaries for partition
 - (4) to illustrate the advantages Palestinian Arabs have over Arabs living in Egypt

14 _____

15. Which situation was a contributing factor in the decision to partition British Palestine as shown on the 1947 map?
- (1) mass migrations following the Holocaust
 - (2) decolonization from French rule
 - (3) capture of the Suez Canal
 - (4) formation of the Warsaw Pact

15 _____

Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

Excerpt of a Speech Given by Nehru at the Bandung Conference in 1955

... If all the world were to be divided up between these two big blocs what would be the result? The inevitable result would be war. Therefore every step that takes place in reducing that area in the world which may be called the unaligned area is a dangerous step and leads to war. It reduces that objective, that balance, that outlook which other countries without military might can perhaps exercise. . . .

— George Kahin, ed., *The Asian-African Conference*, Bandung, Indonesia, April 1955
Cornell University Press, 1956

16. Which historical development led Nehru to promote the policy of unaligned areas?

- (1) expansion of Cold War blocs
- (2) political pressure from his Parliament to pursue isolationism
- (3) partitioning of India and Pakistan at independence
- (4) internal friction between various Indian ethnic groups

16 ____

17. Which countries would be most likely to agree to adopt the policy Nehru is discussing?

- (1) democracies in Western Europe
- (2) communist nations in Asia
- (3) newly independent Asian and African nations
- (4) satellite countries in Central and Eastern Europe

17 ____

Base your answers to questions 18 through 20 on the poster below and on your knowledge of social studies.

Mao's cult of personality also went beyond the badges and the Little Red Book. There were propaganda posters inside homes, classrooms, meeting halls, office buildings, and factories. The line beneath Mao's image says: Wishing Chairman Mao a long life.



Source: International Institute of Social History

18. Which political leader other than Mao Zedong utilized this type of poster?

- (1) Otto Von Bismarck
- (2) Emperor Meiji
- (3) Joseph Stalin
- (4) Nelson Mandela

18 ____

19. The design and use of this poster suggests its purpose was to

- (1) advertise advancements in Chinese healthcare
- (2) build support for China's leader among the people
- (3) warn the Chinese people about the dangers of capitalism
- (4) improve the literacy rates of children and adults throughout China 19_____

20. Which historical development is most closely associated with this poster?

- (1) establishment of special economic zones
- (2) efforts to confront the opium crisis
- (3) nationalist rebellions against Qing rule
- (4) the Cultural Revolution 20_____

Base your answers to questions 21 and 22 on the article below and on your knowledge of social studies.

Atatürk's Fashion Police

Turkey's restrictions on wearing overtly religious-oriented attire are rooted in the founding of the modern, secular Turkish state, when the republic's founding father, Mustafa Kemal Atatürk, introduced a series of clothing regulations designed to keep religious symbolism out of the civil service. The regulations were part of a sweeping series of reforms that altered virtually every aspect of Turkish life—from the civil code to the alphabet to education to social integration of the sexes.

The Western dress code at that time, though, was aimed at men. The fez—the short, conical, red-felt cap that had been in vogue [fashion] in Turkey since the Ottoman Sultan Mahmud II made it part of the official national attire in 1826—was banished. Atatürk himself famously adopted a Panama hat to accent his Westernstyle gray linen suit, shirt, and tie when he toured the country in the summer of 1925 to sell his new ideas to a deeply conservative population. That autumn, the Hat Law of 1925 was passed, making European-style men's headwear *de rigueur* [fashionable] and punishing fez-wearers with lengthy sentences of imprisonment at hard labor, and even a few hangings. . . .

— Roff Smith, "Why Turkey Lifted Its Ban on the Islamic Headscarf,"
National Geographic, October 12, 2013

21. According to this article by Roff Smith, the goal of Atatürk's reforms was to

- (1) prevent the elimination of the civil service system
- (2) implement a legal system based on religious teachings
- (3) revive Turkey's interest in Ottoman-era customs
- (4) modernize Turkey in the image of European nations 21_____

22. The phrases "deeply conservative population," "lengthy sentences of imprisonment," and "a few hangings" suggest that

- (1) Atatürk's reforms were eagerly embraced throughout Turkey
- (2) tensions existed between reformers and traditionalists in Turkey
- (3) the policy of westernization was abandoned by the Turkish government
- (4) most Turks preferred punishment to rapid change 22_____

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

The Costs of Soviet Involvement in Afghanistan

Soviet leaders continue to express frustration over the protracted [drawn out] war in Afghanistan. This was evident at the party congress in February 1986 when General Secretary Gorbachev referred to the war as a “bleeding wound.” Soviet involvement in Afghanistan has led to periodic censure within the United Nations, become a stumbling block to improved Sino-Soviet relations, and complicated Soviet policy toward nations in the nonaligned movement. At home, pockets of social unrest related to Afghanistan, the diversion of energies from pressing economic problems, and dissatisfaction in the political hierarchy over the failure to end the war also probably worry the leadership.

The war has not been a substantial drain on the Soviet economy so far, although the costs of the war have been rising faster than total defense spending. We estimate that from their initial invasion in December 1979 through 1986 the Soviets have spent about 15 billion rubles on the conduct of the war. Of this total, about 3 billion rubles would have been spent over the seven-year period even if the USSR had not occupied Afghanistan. . . .

— “The Costs of Soviet Involvement in Afghanistan,”
Central Intelligence Agency, February 1987

23. The situation described in this passage was part of which historical development?

- (1) decolonization in Africa
- (2) growth of nationalism in Southeast Asia
- (3) regional conflicts during the Cold War
- (4) rise of the Organization of Petroleum Exporting Countries (OPEC) in the Middle East

23 _____

24. Which major political event was partially caused by the Soviet war in Afghanistan?

- (1) Soviet occupation of Hungary
- (2) building of the Berlin Wall
- (3) placement of nuclear missiles in Cuba
- (4) collapse of the Soviet Union

24 _____

Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

... China is such a powerhouse of low-cost manufacturing that even though the NAFTA accord has given Mexico a leg up with the United States, and even though Mexico is right next door to us, China in 2003 replaced Mexico as the number two exporter to the United States. (Canada remains number one.) Though Mexico still has a strong position in big-ticket exports that are costly to ship, such as cars, auto parts, and refrigerators, China is coming on strong and has already displaced Mexico in areas such as computer parts, electrical components, toys, textiles, sporting goods, and tennis shoes. But what's even worse for Mexico is that China is displacing some Mexican companies in Mexico, where Chinese-made clothing and toys are now showing up on store shelves everywhere. No wonder a Mexican journalist told me about the day he interviewed a Chinese central bank official, who told him something about China's relationship with America that really rattled him: "First we were afraid of the wolf, then we wanted to dance with the wolf, and now we want to be the wolf."...

— Thomas L. Friedman, *The World Is Flat: A Brief History of the Twenty-first Century*, Farrar, Straus and Giroux, 2005

25. According to Thomas Friedman, why is it surprising that Mexico is being replaced by China as the number two exporter to the United States?

- (1) Mexico is geographically close to the United States.
- (2) China's relationship with the United States has been damaged.
- (3) Mexico has the world's strongest economy.
- (4) China's industry lacks low-cost manufacturing ability.

25 ____

26. In the quotation "First we were afraid of the wolf, then we wanted to dance with the wolf, and now we want to be the wolf," what does the "wolf" symbolize?

- (1) an economic powerhouse
- (2) an exporting country
- (3) a valuable trade item
- (4) a low-cost manufacturer

26 ____

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

... One of the most important effects on the environment is indirect, and therefore less obvious: Industrial meat production is a key factor behind deforestation of the Amazon and other tropical rain forests. They're being cleared to create fields to grow the feed needed for all those cows, especially corn and soy, which the cows eat instead of the grass they'd munch on if they were grazing in fields as they used to do.

In fact, most of the corn and soy grown today goes to feed cattle, pigs, and chickens, not people. And all that grain requires vast quantities of chemical fertilizer, which in turn takes vast quantities of oil—1.2 gallons to create the fertilizer for every bushel. Finally, cutting down rain forests, which are full of carbon-absorbing trees, further exacerbates [worsens] climate change by reducing the planet's ability to soak up carbon. ...

— Elisabeth Rosenthal, *New York Times Upfront*, January 18, 2010

27. Which issue is most closely associated with the concerns raised in this passage?

- (1) drought (2) climate change (3) migration (4) widespread famine 27_____

28. In which way have many countries joined together to address the problems described in this passage?

- (1) signing international environmental agreements
(2) supporting the exportation of surplus corn and soy
(3) genetically modifying crops to increase production
(4) increasing the amount of land under cultivation

28_____

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
- Question 33 uses Document 2 (Source)
- Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)

CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1

Robert Owen was a businessman and a social activist, who was originally from Wales. He had visionary ideas for improving workers' conditions and local communities.

DEDICATED MOST RESPECTFULLY TO THE BRITISH LEGISLATURE.

THOSE who were engaged in the trade, manufactures, and commerce of this country thirty or forty years ago, formed but a very insignificant portion of the knowledge, wealth, influence, or population of the Empire.

Prior to that period, Britain was essentially agricultural. But, from that time to the present, the home and foreign trade have increased in a manner so rapid and extraordinary as to have raised commerce to an importance, which it never previously attained in any country possessing so much political power and influence. This change has been owing chiefly to the mechanical inventions which introduced the cotton trade into this country, and to the cultivation of the cotton-tree in America. The wants, which this trade created for the various materials requisite [necessary] to forward its multiplied operations, caused an extraordinary demand for almost all the manufactures previously established, and, of course, for human labour. The numerous fanciful and useful fabrics manufactured from cotton soon became objects of desire in Europe and America: and the consequent extension of the British foreign trade was such as to astonish and confound [confuse] the most enlightened statesmen both at home and abroad.

The immediate effects of this manufacturing phenomenon were a rapid increase of the wealth, industry, population and political influence of the British empire; and by the aid of which it has been enabled to contend for five-and-twenty years against the most formidable military and *immoral* power that the world perhaps ever contained.

These important results, however, great as they really are, have not been obtained without accompanying evils of such a magnitude as to raise a doubt whether the latter do not preponderate [dominate] over the former. . . .

Source: Robert Owen, *Observations on the Effect of the Manufacturing System: With Hints for the Improvement of Those Parts of it Which are Most Injurious to Health and Morals*, (Second Edition), R. and A. Taylor, 1817 (adapted)

29. Explain the historical circumstances that led to the developments occurring in Great Britain as described in this excerpt. [1]

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

This excerpt is taken from John Fielden's, *The Curse of the Factory System*. This work was originally published in London in 1836. John Fielden was a Lancashire textile owner who was deeply committed to the cause of social reform. He discusses the problems faced by businessmen like himself, who were trying to make a profit and protect their workers at the same time.

. . . Here, then, is the “curse” of our factory-system: as improvements in machinery have gone on, the “avarice [self-interest] of masters” has prompted many to exact more labour from their hands than they were fitted by nature to perform, and those who have wished for the hours of labour to be less for all ages than the legislature would even yet sanction [approve], have had no alternative but to conform more or less to the prevailing practice, or abandon the trade altogether. This has been the case with regard to myself and my partners. We had never worked more than *seventy-one* hours a week before Sir JOHN HOBHOUSE’S Act was passed. We then came down to *sixty-nine*; and, since Lord ALTHORP’S Act was passed, in 1833, we have reduced the time of adults to *sixty-seven and a half hours* a week, and that of children under thirteen years of age to *forty-eight* hours in the week, though to do this latter, has, I must admit, subjected us to much inconvenience, but the elder hands to more, inasmuch as the relief given to the child is in some measure imposed on the adult. But the overworking does not apply to children only; the adults are also overworked. The increased speed given to machinery within the last thirty years, has, in very many instances, doubled the labour of both. Mr. Longston’s evidence before Mr. SADLER’S Committee establishes this fact beyond dispute, and my own knowledge of the subject requires that I should confirm, as I do, the truth of his statement. . . .

Source: John Fielden, *The Curse of the Factory System*, Second Edition,
Augustus M. Kelley Publishers, 1969

30. Based on this excerpt, identify John Fielden’s point of view concerning the factory system’s impact on laborers. [1]

Base your answer to question 31 on *both* Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

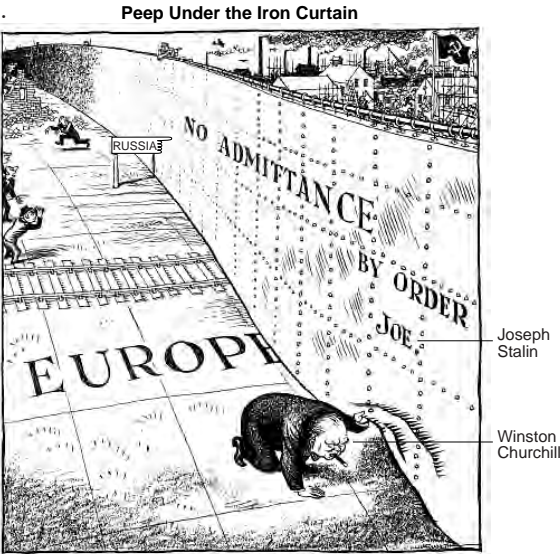
31. Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response. [1]

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

Source: Leslie Gilbert Illingworth, *Daily Mail*, March 6, 1946 (adapted)



Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

32. Explain the geographic context for the historical development/event shown in this 1946 cartoon. [1]

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

United States President George H. W. Bush and Russian President Boris Yeltsin met at Camp David at a United States–Russian Summit. They issued a Joint Declaration on February 1, 1992.

At the conclusion of this meeting between an American President and the President of a new and democratic Russia, we, the leaders of two great peoples and nations, are agreed that a number of principles should guide relations between Russia and America.

1. Russia and the United States do not regard each other as potential adversaries. From now on the relationship will be characterized by friendship and partnership founded on mutual trust and respect and a common commitment to democracy and economic freedom.
2. We will work to remove any remnants of cold war hostility, including taking steps to reduce our strategic arsenals.
3. We will do all we can to promote a mutual well-being of our peoples and to expand as widely as possible the ties that now bind our peoples. Openness and tolerance should be the hallmark of relations between our peoples and governments.
4. We will actively promote free trade, investment and economic cooperation between our two countries.
5. We will make every effort to support the promotion of our shared values for democracy, the rule of law, respect for human rights, including minority rights, respect for borders and peaceful change around the globe.
6. We will work actively together to:
 - Prevent the proliferation of weapons of mass destruction and associated technology, and curb the spread of advanced conventional arms on the basis of principles to be agreed upon.
 - Settle regional conflicts peacefully.
 - Counter terrorism, halt drug trafficking and forestall [prevent] environmental degradation.

In adopting these principles, the United States and Russia today launch a new era in our relationship. In this new era, we seek a peace, an enduring peace that rests on lasting common values. This can be an era of peace and friendship that offers hope not only to our peoples, but to the peoples of the world. . . .

Source: "Joint Declaration," U.S.–Russian Summit, Camp David, February 1, 1992
Berlin Information Center for Transatlantic Security online

33. Based on this document, explain the purpose of this joint declaration by United States President George H. W. Bush and Russian President Boris Yeltsin. [1]

Turning point—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b. Using evidence from *both* Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point associated with the historical developments related to both Documents 1 *and* 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 *and* 2 in your response. [1]

Part III

(Question 35)

ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and, on a separate sheet of paper, write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents. You may use optional planing page in the front of the book if you wish.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify *and* define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Define—means to explain features of a thing or concept so that it can be understood.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

This excerpt is from the United Nations Press Release of UN Secretary-General Ban Ki-moon's message on the International Day for Preventing Exploitation of the Environment in War and Armed Conflict commemorated on November 6, 2012.

. . . We must also acknowledge that durable peace and post-conflict development depend on environmental protection and good governance of natural resources. There can be no peace if the resource base that people depend on for sustenance and income is damaged or destroyed—or if illegal exploitation finances or causes conflict.

Since 1990, at least 18 violent conflicts have been fuelled by the exploitation of natural resources such as timber, minerals, oil and gas. Sometimes this is caused by environmental damage and the marginalization [making powerless] of local populations who fail to benefit economically from natural resource exploitation. More often it is caused by greed. . . .

To date, six United Nations peacekeeping missions have been mandated to support the host country's ability to re-establish control over its resource base and stop illicit [unlawful] extraction by armed groups. However, we need a greater international focus on the role of natural resource management in conflict prevention, peacekeeping and peacebuilding. . . .

Document 2

Muslin was a type of handwoven cotton fabric fit for emperors produced in Dacca (Dhaka), a part of India before the arrival of Europeans. Muslin today is a lightweight inexpensive machine-made cotton fabric.

. . . Dhaka's Muslin was felled [demolished] by colonialism's potent mix of the Industrial Revolution and the Maxim gun. Before that fall, though, there was another rise. Europeans came to India at the beginning of the 16th century and were astonished not only at the quality and volume of its cotton textiles, but also by its extensive, far-flung trade. Soon Indian cotton textiles were exported more than ever to Europe, in exponentially increasing volumes, with Bengal taking the lion's share. Fortunes were made. As the economist K. N. Chaudhuri noted, from the earliest times "exports from eastern India . . . were a perennial [endless] source of prosperity to merchants of every nation." . . .

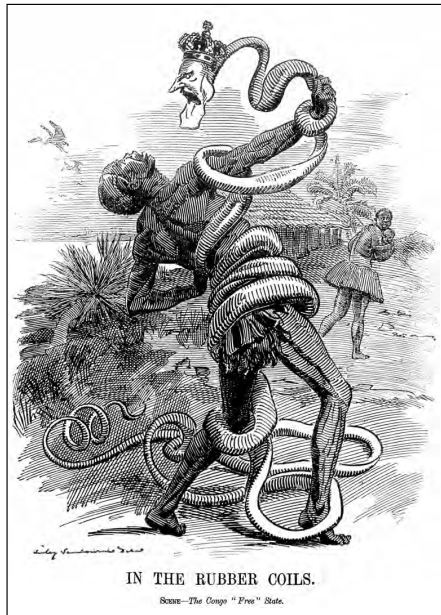
But muslin's days were numbered. The British colonial apparatus, whether in the form of the East India Company or as direct rule by the Crown, was a vast extractive machine. So too had been the Mughal state, which had herded the weavers into designated workshops called *kothis* to labor in harsh, even punitive, conditions. But compared to the pitiless operations of the British, the Mughals were models of mercy. On one side, both Company and Crown squeezed the farmers and the weavers until nothing was left, then squeezed some more. On the other, a factory-produced, mass-product "muslin" rolled off the newly invented power looms in Lancashire cotton mills. Aided by a raft [large number] of tariffs, duties and taxes, British cotton textiles flooded not only the European markets, but the Indian ones as well, bringing Bengal's handloom cotton industry, and muslin, to its knees. . . .

Source: Khademul Islam, "Our Story of Dhaka Muslin," *AramcoWorld*, May/June 2016

Document 3

This 1906 cartoon depicting King Leopold II of Belgium as a snake appeared in the British magazine, *Punch*.

Source: Linley Sambourne, *Punch*,
November 28, 1906



Document 4

This is an excerpt from a case study lesson on the timber conflict in Cambodia.

The civil war from 1970 to 1975, the Khmer Rouge regime from 1975 to 1979, and the Cambodia-Vietnam War from 1978 to 1979 virtually destroyed Cambodia's economy. Although rice is Cambodia's most important crop and a staple of the Khmer diet, by 1974, under wartime conditions, rice had to be imported, and production of Cambodia's most profitable export crop, rubber, fell off sharply. Between 1976 and 1978, hundreds of thousands of people died from malnutrition, overwork, and mistreated or misdiagnosed diseases. . . .

Both sides in the Cambodian civil war, the Government and the Khmer Rouge, used timber to fund their war efforts. Global Witness estimated the value of the Thai-Cambodian cross-border timber trade to the Khmer Rouge was approximately \$10-\$20 million per month in 1995. Conflict over timber resources has led to mass torture, exploitation, and forced displacement in Cambodia. In addition, timber exploitation has wreaked havoc on the environment and local economies. Extensive deforestation has had severe repercussions for indigenous populations, exacerbating [aggravating] the grievances which lead to rebellion and conflict. . . .

Source: Timber Conflict Case Study: Cambodia, Global Witness: "Summary of the Cambodia Campaign: The Forestry Reform Process"

Document 5

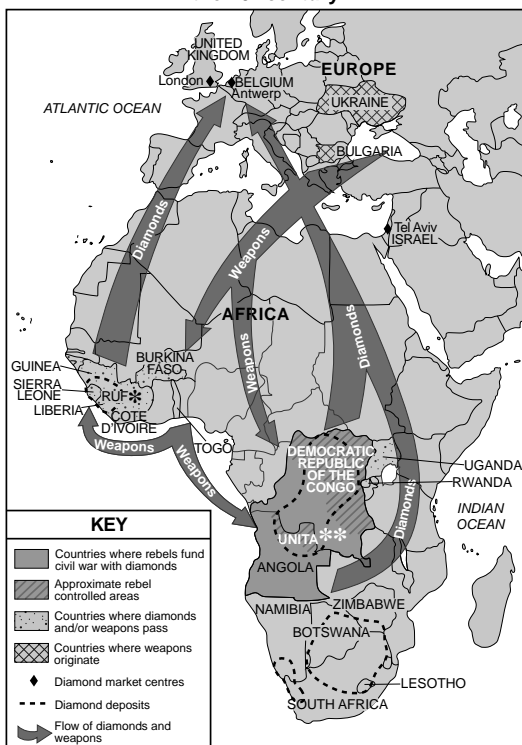
Diamonds for Weapons Trade – near the end of the 20th century

Blood diamond, also called conflict diamond as defined by the United Nations (UN), is any diamond that is mined in areas controlled by forces opposed to the legitimate, internationally recognized government of a country and that is sold to fund military action against that government.

Source: "Blood Diamond,"
Encyclopaedia Britannica,
November 28, 2016 (adapted)

* RUF, Revolutionary United Front is a guerilla unit whose actions led to civil war in Sierra Leone.

** UNITA, National Union for Total Independence of Angola was a political party that saw itself as part of a guerilla movement fighting for independence from Portugal. It fought in the Angola civil war once independence was



January 2020

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on the space provided the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

The sankin kotai (lit., “alternate attendance”) system was a device of the Tokugawa shogunate, the government of Japan from 1603 to 1868, designed to insure political control by the regime over the daimyo, or territorial lords, who exercised virtually autonomous authority over the more than 260 feudal states into which four-fifths of the country was divided. Under this system most of the daimyo were required to travel biennially [every two years] from their domains to the capital of the Tokugawa at Edo (present day Tokyo) and to spend alternate years in personal attendance at the shogunal court. Each daimyo was also required to maintain residences at the capital where his wife and children were permanently detained

Another important contribution of the operation of the sankin kotai system to the modernization of Japan was to promote the intellectual and cultural unification of the country. The sankin kotai served to bring a large part of the leadership elements from the whole country together in one place and to keep a constant stream of leaders and intellectuals moving back and forth between the capital and all parts of the country. This was important in giving Japan the tremendous intellectual unity with which it faced the West in the nineteenth century. It also enabled the people at large to have a stronger sense of national unity than would have been the case had the system not existed. By serving as the vehicle which spread the culture of Edo and Osaka to the countryside, the system influenced the diffusion of a truly national culture

Source: Toshia G. Tsukahira, *Feudal Control in Tokugawa Japan*, East Asian Research Center, Harvard University, 1966

1. What was an important contribution of the sankin kotai (alternate attendance) system to the modernization of Japan?
 - (1) Japan’s people developed a stronger sense of national cultural unity.
 - (2) Japan’s government established control over Western intellectuals forced to live in Osaka.
 - (3) Japan improved its railroad system by connecting the countryside to the cities.
 - (4) Japan increased the power of the daimyo during the Tokugawa shogunate.

1 _____

2. The purpose of the Tokugawa’s sankin kōtai (alternate attendance) system is similar to the purpose of
 - (1) British suffragettes who demanded Parliament grant women the right to vote
 - (2) King Louis XIV of France who required nobles to stay at Versailles
 - (3) Simon Bolívar who expected the indigenous people to rise up against the Spanish
 - (4) European countries that divided up the African continent

2 _____

Base your answers to questions 3 and 4 on the passage below and on your knowledge of social studies .

... The poor harvest could not have come at a worse moment. France had entered into an unfavorable trade treaty with England in 1776. The pact reduced import duties on English goods, the notion being to encourage French manufacturers to mechanize production in response to enhanced competition. A flood of cheap imports from across the Channel overwhelmed the cloth industry. Cloth production alone fell by 50 percent between 1787 and 1789. The 5,672 looms in Amiens and Abbeville in 1785 were down to 2,204 by 1789. Thirty-six thousand people were put out of work, throwing many poor workers onto city streets at a time when hungry peasants were flocking to urban centers in search of food. The rural crisis might have been short-lived had not urban unemployment mushroomed at the same time. In Paris, the government subsidized bread prices out of fear of the mobs, but to no avail. The situation was soon out of control. ...

Source: Brian Fagan, *The Little Ice Age: How Climate Made History, 1300-1850*, Basic Books, 2000

3. Which claim related to the economic situation in 18th-century France is most directly supported by this passage?

- (1) A surplus of grain hurt French farmers.
- (2) Subsidized bread prices led to improved living conditions in French cities.
- (3) Economic competition with England led to agricultural innovation in France.
- (4) Efforts to stimulate industry in France through trade agreements caused unemployment.

3 _____

4. Which event was caused in part by the conditions described in this passage?

- (1) collapse of the British Empire
- (2) French withdrawal from Mughal India
- (3) German wars of unification
- (4) French Revolution

4 _____

Base your answers to questions 5 and 6 on the excerpt below and on your knowledge of social studies.

**Excerpt from a letter by Chinese Commissioner Lin Zexu to Queen Victoria
August 27, 1839**

... Your country is more than 60,000 *li* [18,641 miles] from China. The purpose of your ships in coming to China is to realize a large profit. Since this profit is realized in China and is in fact taken away from the Chinese people, how can foreigners return injury for the benefit they have received by sending this poison to harm their benefactors? They may not intend to harm others on purpose, but the fact remains that they are so obsessed with material gain that they have no concern whatever for the harm they can cause to others. Have they no conscience? I have heard that you strictly prohibit opium in your own country, indicating unmistakably that you know how harmful opium is. You do not wish opium to harm your own country, but you choose to bring that harm to other countries such as China. Why? ...

Source: Dun J. Li, *China in Transition: 1517-1911*, Van Nostrand Reinhold, 1969

5. What was Lin Zexu's purpose for writing this letter to Queen Victoria?

- (1) to negotiate opening trade between China and Britain
- (2) to attempt to stop the flow of opium into China
- (3) to address the injuries the Chinese inflicted on the British
- (4) to gain independence from unjust British rule

5 _____

6. What is a long-term consequence of the historical development discussed in this 1839 letter?

- (1) establishment of British spheres of influence in China
- (2) accumulation of great wealth by the Chinese at British expense
- (3) successful enforcement of a Chinese embargo on all British imports
- (4) creation of a mutually beneficial trade alliance between Britain and China

6 _____

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

. . . Owing to the extensive use of machinery and to division of labor, the work of the proletarians has lost all individual character, and, consequently, all charm for the workman. He becomes an appendage [accessory] of the machine, and it is only the most simple, most monotonous, and most easily acquired knack [skill] that is required of him. Hence, the cost of production of a workman is restricted, almost entirely, to the means of subsistence that he requires for his maintenance, and for the propagation [reproduction] of his race. But the price of a commodity, and also of labor, is equal to its cost of production. In proportion, therefore, as the repulsiveness of the work increases, the wage decreases. Nay more, in proportion as the use of machinery and division of labor increases, in the same proportion the burden of toil also increases, whether by prolongation [stretching] of the working hours, by increase of the work exacted in a given time, or by increased speed of machinery, etc

Source: Marx and Engels, *The Communist Manifesto*, 1848

7. Marx and Engels are reacting to changes resulting from

- (1) imperialism
- (2) nationalism
- (3) industrialization
- (4) democratization

7 _____

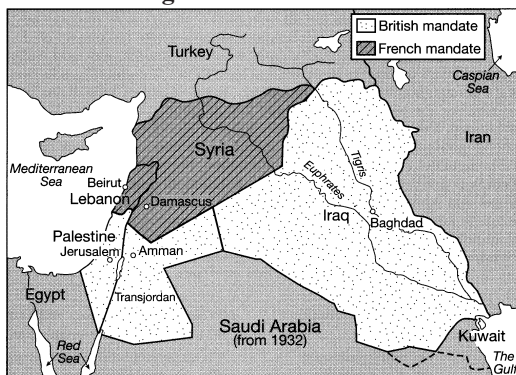
8. Which action did Marx and Engels predict would change the conditions described in this passage?

- (1) implementation of government reforms
- (2) adoption of laissez-faire policies
- (3) use of passive resistance
- (4) revolts by the working class

8 _____

Base your answers to questions 9 and 10 on the map below and on your knowledge of social studies.

League of Nations Mandates



Source: Albert Hourani,
A History of the Arab Peoples,
The Belknap Press of Harvard
University Press (adapted)

9. The division of the mandates into these states caused future conflicts because
- (1) the Ottoman Empire thought it could easily conquer the divided territories
 - (2) Britain received a larger territorial mandate than France did
 - (3) none of the territories were turned over to German control as they had been promised
 - (4) the boundaries failed to fully recognize competing religious and ethnic interests

9 _____

10. The situation shown on this map played a direct role in the
- (1) building of the Suez Canal
 - (2) invasion of Afghanistan
 - (3) series of Arab-Israeli wars
 - (4) admission of Turkey to the North Atlantic Treaty Organization (NATO)

10 _____

Base your answers to questions 11 through 13 on the quotations below and on your knowledge of social studies.

Quotations Attributed to Kemal Atatürk

Legal Transformation

“We must liberate our concepts of justice, our laws and legal institutions from the bonds which hold a tight grip on us although they are incompatible with the needs of our century.”

Social Reforms

“The major challenge facing us is to elevate our national life to the highest level of civilization and prosperity.”

The New Language

“The cornerstone of education is an easy system of reading and writing. The key to this is the new Turkish alphabet based on the Latin script.”

Women’s Rights

“Everything we see in the world is the creative work of women.”

Source: “Atatürk: Creator of Modern Turkey,” Columbia University Turkish Students Association online (adapted)

11. What changed in Turkey as a direct result of Atatürk's efforts?

- (1) Turkey adopted a more modern Western orientation.
- (2) Turkey's government was dominated by Islamic clerics.
- (3) Secularism in Turkey was universally accepted.
- (4) Communist forces seized power in Turkey.

11 _____

12. During which historical period did Atatürk make these remarks?

- (1) between the World Wars
- (2) during the Persian Gulf War
- (3) at the time of Israel's creation
- (4) at the beginning of the Iranian Revolution

12 _____

13. The overall change desired by Atatürk is similar to the change enacted in

- (1) South Africa during the period of apartheid
- (2) the Soviet Union during the period of détente
- (3) Japan under the Meiji
- (4) India under nonalignment

13 _____

Base your answers to questions 14 and 15 on the map and cartoon and on your knowledge of social studies.

**GERMAN INVASION OF POLAND
SEPTEMBER 1, 1939**



Source: U.S. Holocaust Memorial Museum online (adapted)

RENDEZVOUS



Source: David Low, "Rendezvous," *Evening Standard*, September 20, 1939 (adapted)

14. The events shown on this map and in this cartoon were related to the outbreak of which conflict?

- (1) Napoleonic Wars
- (2) Russo-Japanese War
- (3) World War II
- (4) Cold War

14 _____

15. Which event ended the cooperation shown in these documents?

- (1) Russian Revolution
- (2) fall of France to Germany
- (3) German invasion of the Soviet Union
- (4) Nuremberg trials

15 _____

Base your answers to questions 16 and 17 on the excerpt below and on your knowledge of social studies.

Sixty per cent of Hiroshima was obliterated [destroyed] by the lone atomic bomb dropped on Sunday, it was announced in Guam last night. Five major industrial plants disappeared and additional damage was done beyond the wiped-out area. Only 2.8 square miles of the city's 6.9 square miles remained.

The city disappeared in a cloud of smoke, flame and dust that rose 40,000 feet. The missile struck the center of the target, a flash brighter than sunlight covered the city and several minutes later the smoke cloud reached up to the stratosphere.

Source: "War News Summarized," *New York Times*, August 8, 1945

16. Which event is described in this excerpt from the *New York Times*?

- (1) use of a deadly new weapon against Japan
- (2) invasion of Guam by the United States
- (3) firebombing of Tokyo by the United States
- (4) attack by the Soviet Union on Germany

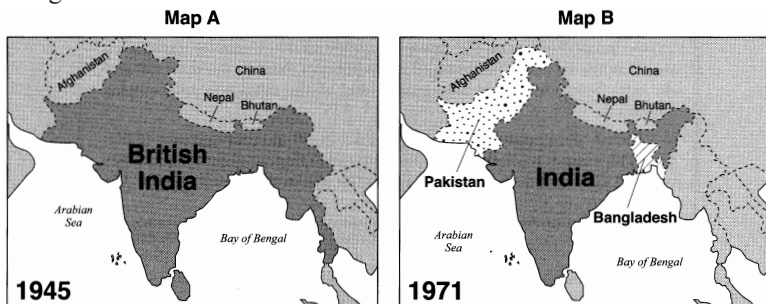
16 _____

17. Which historical development followed the events described in this excerpt?

- (1) Japan entered a period of isolation.
- (2) The war in Europe came to an end.
- (3) Japan annexed Korea and Manchuria.
- (4) The United States and the Soviet Union began an arms race.

17 _____

Base your answers to questions 18 and 19 on the maps below and on your knowledge of social studies.



Source: Shirin Keen, Emory University, Spring 1998 (adapted)

18. Which concept is most closely associated with the situation presented in map A?

- (1) appeasement
- (2) Zionism
- (3) nonalignment
- (4) colonialism

18 _____

19. Which statement best explains the changes in borders shown between maps A and B?

- (1) Nationalism has been a unifying and dividing force in this region.
- (2) Invading neighbors have been a driving force in this region.
- (3) Marxism has been a dominant movement in this region.
- (4) National elections have been a determining factor in this region.

19 _____

Base your answers to questions 20 and 21 on the passage below and on your knowledge of social studies.

The Rise of the Khmer Rouge

... Growing to an army of hundreds of thousands, the Khmer Rouge pushed across the countryside. They captured the capital, Phnom Penh, and took power in 1975. The soldiers, wearing black pajama-like uniforms, forced nearly 2 million Cambodians out of the cities and into the countryside. Their goal was to remove foreign influence in Cambodia and turn everyone into a simple worker or farmer.

During the evacuation, thousands died. Starvation and disease killed many, while execution practically became a science. The Khmer Rouge death list included those in the opposing regime, intellectuals, doctors, and teachers. Even people wearing glasses were executed simply because they were considered part of the upper or business classes. Ethnic minorities such as Cham, Chinese, Vietnamese, Thai, and Lao were targeted. Not considered “pure,” many were accused of supporting American imperialism or of nothing more than living in what was called the “enemy zone.”

Source: Icy Smith, *Half Spoon of Rice*, East West Discovery Press

20. For which purpose could this passage best be used?

- (1) learning about the reasons for the rise of the Khmer Rouge
- (2) researching life in Phnom Penh before the arrival of the Khmer Rouge
- (3) explaining the contributions of the ethnic minorities within Cambodia
- (4) understanding the impacts of Khmer Rouge policies on Cambodian society

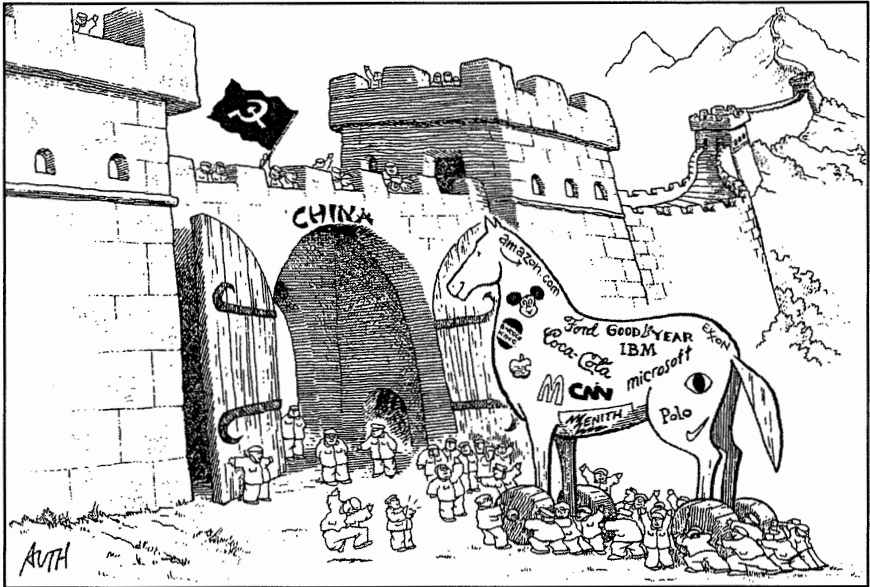
20_____

21. Which historical development is most similar to the situation described in this passage?

- (1) Nazi actions in Germany in the 1930s and 1940s
- (2) Nelson Mandela’s campaigns against apartheid in the early 1960s
- (3) Ayatollah Khomeini’s rise to power in Iran in the late 1970s
- (4) Argentinian mothers protesting in the Plaza de Mayo in the 1980s and 1990s

21_____

Base your answers to questions 22 and 23 on the cartoon below and on your knowledge of social studies.



Source: Tony Auth, *The Philadelphia Inquirer*, May 19, 2000

22. Which concept is best illustrated by the horse in this 2000 cartoon?

- (1) containment (2) militarism (3) globalization (4) tolerance 22_____

23. Which concern facing China's government in 2000 can best be inferred from this cartoon?

- (1) protests against the need to shift from regional self-sufficiency to regional specialization
 (2) military attacks by Western powers to gain competitive market shares
 (3) negative reactions by citizens to annexing Taiwan into the political bureaucracy
 (4) internal disruptions resulting from rapidly opening economic development zones 23_____

Base your answers to questions 24 through 26 on the passage below and on your knowledge of social studies.

Elizabeth Robles Ortega began working in the *maquilas* (foreign factories) at the age of fourteen and was blacklisted from employment after participating in independent union drives on Mexico's northern border. She later worked as an organizer for the Service, Development, and Peace organization.

NAFTA [North American Free Trade Agreement] has led to an increase in the workforce, as foreign industry has grown. They are reforming labor laws and our constitution to favor even more foreign investment, which is unfair against our labor rights. For example, they are now trying to take away from us free organization which was guaranteed by Mexican law. Because foreign capital is investing in Mexico and is dominating, we must have guarantees. The government is just there with its hands held out; it's always had them out but now even more shamelessly Ecological problems are increasing. A majority of women are coming down with cancer - skin and breast cancer, leukemia, and lung and heart problems. There are daily deaths of worker women. You can see and feel the contamination of the water and the air. As soon as you arrive and start breathing the air in Acuna and Piedras Nuevas [border cities between the states of Coahuila and Texas], you sense the heavy air, making you feel like vomiting

Source: Interview with Elizabeth "Betí" Robles Ortega in *Worlds of History: A Comparative Reader*, Bedford/St. Martin's, 2007

24. According to Elizabeth Robles Ortega, what is the basic cause of the problems described?

- (1) the Mexican government's desire to centralize power
- (2) NAFTA's demand for increased spending on health care
- (3) the Mexican government's focus on obtaining foreign capital
- (4) NAFTA's tight regulations on the environment

24_____

25. Based on this document, what is the author's primary goal?

- (1) to increase profits for factory owners and investors
- (2) to gain protection of workers' rights and improve the workplace
- (3) to reduce taxes levied on foreign investments in Mexico
- (4) to restrict union organization and eliminate collective bargaining

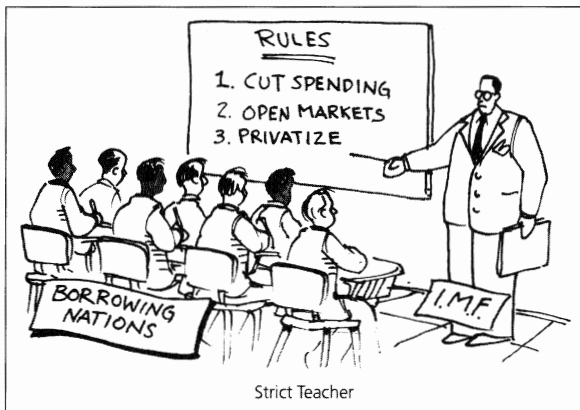
25_____

26. Which situation directly influenced the author's point of view?

- (1) having learned of medical problems suffered by factory workers
- (2) being present at the negotiations to gain foreign investments
- (3) having extensively profited from her investment in border factories
- (4) being blacklisted from union membership

26_____

Base your answers to questions 27 and 28 on the cartoon and on your knowledge of social studies.



Source: Henry Brun, *The World Today*,
Amsco School Publications, 2010

27. Based on this cartoon, the views of the International Monetary Fund (IMF) are most closely associated with which economic system?

- (1) mixed (2) traditional (3) capitalism (4) command 27_____

28. Based on this cartoon, what is one function of the International Monetary Fund (IMF)?

- (1) to implement tariffs to protect borrowing nations' markets
(2) to establish guidelines for nations that are asking for loans
(3) to encourage nations to apply for loans in order to increase their spending
(4) to assist borrowing nations in taking control of businesses 28_____

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
 - Question 30 uses Document 2 (Source)
 - Question 31 uses Documents 1 and 2 (Relationship between documents)
-

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
- Question 33 uses Document 2 (Source)
- Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)

CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1

This excerpt is taken from John Locke's *Second Treatise of Government*, which was originally published in 1690.

... 95. MEN being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent. The only way whereby any one divests [surrenders] himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. This any number of men may do, because it injures not the freedom of the rest; they are left as they were in the liberty of the state of nature. When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest

Source: C. B. Macpherson, ed., John Locke, *Second Treatise of Government*,
Hackett Publishing Company

29. Explain the historical circumstances that led John Locke and other political philosophers to develop political ideas such as those expressed in his *Second Treatise of Government*. [1]

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

Haitians had a written constitution in 1801. Following Toussaint L'Ouverture's death in a French prison in 1803, Haitian independence movement leaders continued the revolution which resulted in independence in 1804. These revolutionary leaders wrote a new constitution for an independent Haiti. On May 20, 1805, Emperor Jacques Dessalines ratified this constitution. This is an excerpt of the 1805 Constitution.

Constitution of Hayti [Haiti]

... Do declare that the tenor [intent] of the present constitution is the free spontaneous and invariable expression of our hearts, and the general will of our constituents, and we submit it to the sanction [approval] of H.M. [His Majesty] the Emperor Jacques Dessalines our deliverer, to receive its speedy and entire execution [implementation].

Preliminary Declaration.

Art. 1. The people inhabiting the island formerly called St. Domingo, hereby agree to form themselves into a free state sovereign and independent of any other power in the universe, under the name of empire of Hayti.

Art. 2. Slavery is forever abolished.

Art. 3. The Citizens of Hayti are brothers at home; equality in the eyes of the law is incontestably [certainly] acknowledged, and there cannot exist any titles, advantages, or privileges, other than those necessarily resulting from the consideration and reward of services rendered to liberty and independence.

Art. 4. The law is the same to all, whether it punishes, or whether it protects

Art. .6. Property is sacred, its violation shall be severely prosecuted

Source: 1805 Constitution of Haiti, Webster University online

30. Based on this excerpt, explain the purpose for which Haitian revolutionary leaders created the 1805 Constitution of Hayti [Haiti]. [1]

Base your answer to question 31 on **both** Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

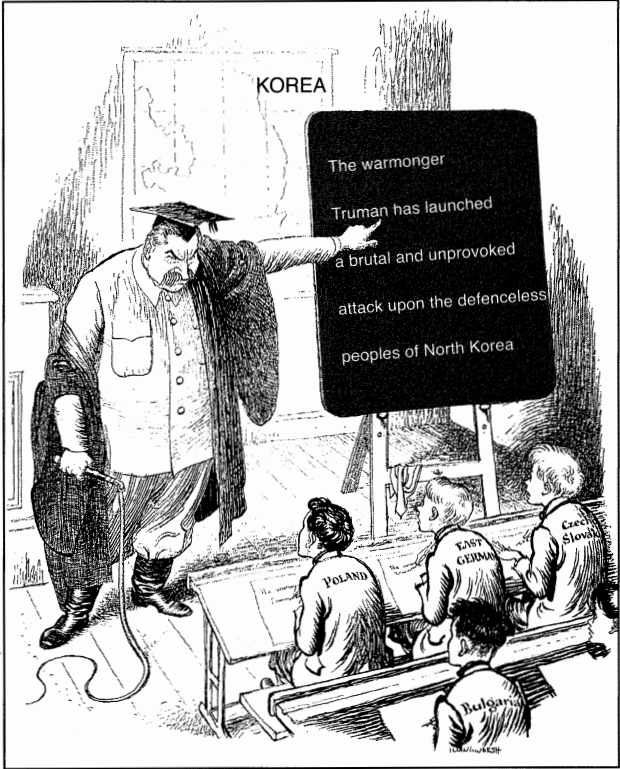
31. Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response. [1]

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

BELIEVE IT OR KNOUT*



*Knout – a whip used to punish

Source: Leslie G. Illingworth, *Punch*, July 12, 1950 (adapted)

32. Explain the historical circumstances that led to the situation shown in this cartoon. [1]

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

This excerpt is from a speech given by Mikhail Gorbachev on December 25, 1991. The speech was broadcast on Central Television of the Soviet Union and was printed in *Rossiiskaia Gazeta* on December 26, 1991. *Rossiiskaia Gazeta* is a daily newspaper owned by the government that publishes official documents.

Dear compatriots! Fellow citizens! Due to the situation that has taken shape as a result of the formation of the Commonwealth of Independent States, I am ceasing my activity in the post of President of the USSR. I am making this decision out of considerations of principle.

I have firmly advocated the independence of peoples and the sovereignty of [Soviet] republics. But at the same time I have favored the preservation of the Union state and the integrity of the country.

Events have taken a different path. A policy line aimed at dismembering the country and disuniting the state has prevailed, something that I cannot agree with . . .

Speaking to you for the last time as President of the USSR, I consider it necessary to express my assessment of the path traversed [traveled] since 1985. Especially since there are a good many contradictory, superficial and unobjective opinions on this score [state of affairs].

Fate ordained that when I became head of state it was already clear that things were not going well in the country. We have a great deal of everything - land, petroleum, gas and other natural resources - and God has endowed us with intelligence and talent, too, but we live much worse than people in the developed countries do, and we are lagging further and further behind them ...

I realized that to begin reforms on such a scale and in such a society as ours was an extremely difficult and even riskier endeavor. But even today I am convinced of the historical correctness of the democratic reforms that were begun in the spring of 1985 ...

The totalitarian system, which for a long time deprived the country of the opportunity to become prosperous and flourishing, has been eliminated.

—A breakthrough has been achieved in the area of democratic transformations. Free elections, freedom of the press, religious freedoms, representative bodies of power and a multiparty system have become a reality. Human rights have been recognized as the highest principle.

—Movement toward a mixed economy has begun, and the equality of all forms of ownership is being established. Within the framework of a land reform, the peasantry has begun to revive, private farming has appeared, and millions of hectares of land are being given to rural and urban people. The economic freedom of the producer has been legalized, and entrepreneurship, the formation of joint-stock companies and privatization have begun to gather momentum

Source: "Gorbachev Resigns as President,"
Seventeen Moments in Soviet History online, Michigan State University

33. Based on this excerpt, explain how the audience affects what Mikhail Gorbachev includes in his speech. [1]

Turning point—is a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global.

34a–34b. Using evidence from *both* Documents 1 and 2 and your knowledge of social studies:

- a) Identify a turning point associated with the historical developments related to both Documents 1 *and* 2. [1]
- b) Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 *and* 2 in your response. [1]

Part III
(Question 35)
ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and, on a separate sheet of paper, write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents. You may use optional planing page in the front of the book if you wish.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify *and* define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Define—means to explain features of a thing or concept so that it can be understood.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

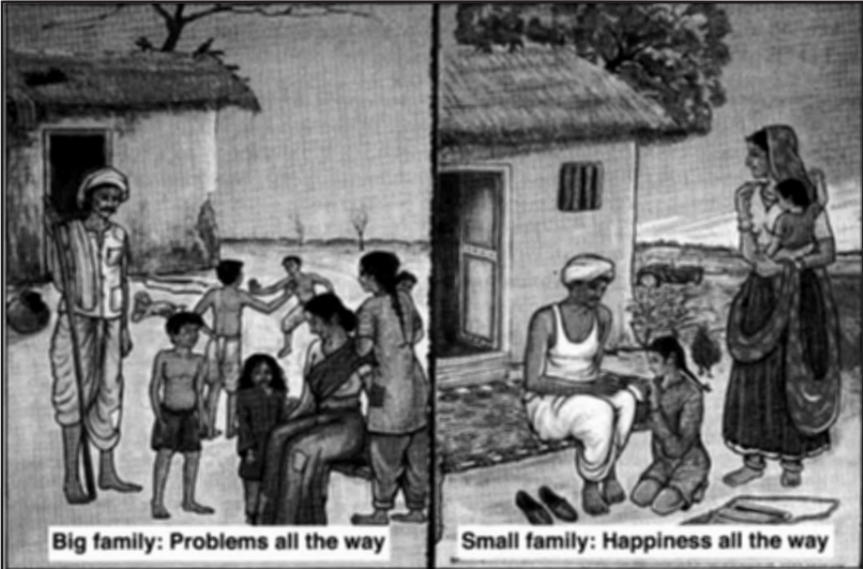
This Industrial Revolution began in England around 1750 and continued into the 19th century, bringing about significant changes in the British way of life. This excerpt is from an essay that explored themes from the temporary exhibition, at the Barber Institute of Fine Arts in 2008-2009 entitled “The Industrial Revolution and the changing face of Britain”.

The industrial and economic developments of the Industrial Revolution brought significant social changes. Industrialization resulted in an increase in population and the phenomenon of urbanization, as a growing number of people moved to urban centres in search of employment. Some individuals became very wealthy, but some lived in horrible conditions. A class of prosperous industrialists, ship owners and merchants dominated, accumulating great wealth, but at the same time the working classes had to live with minimum comforts in overcrowded environments. Children were sent to work in factories, where they were exploited and ill-treated; women experienced substantial changes in their lifestyle as they took jobs in domestic service and the textile industries, leaving the agricultural workforce and spending less time in the family home. This period also saw the creation of a middle class that enjoyed the benefits of the new prosperity. People started spending their free time entertaining themselves in theatres, concert halls and sports facilities or enjoying the countryside in long promenades [walks]

Source: Artemis Manolopoulou, ed., “The Industrial Revolution and the changing face of Britain,” An exhibition at the Barber Institute of Fine Arts, British Museum online

Document 2

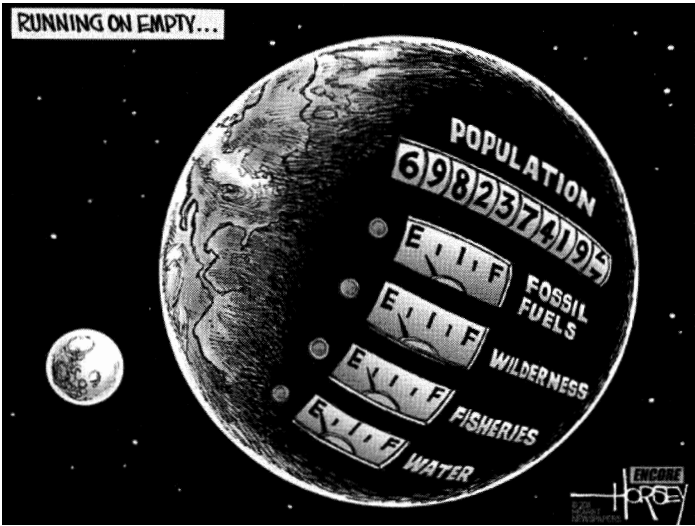
A 1992 poster from the India Ministry of Health and Family Welfare



The country’s most recent [1993] approach to population issues focuses on the advancement of women economically, academically, and socially, as independent women are more likely to have small families. Indian public information campaigns are also working to counter favoritism for boys, a deeply ingrained tradition that drives couples to have more children

Source: Lexi Krock, "Population Campaigns," NOVA, PBS, posted April 20, 2004 (adapted)

Document 3



Source: David Horsey, Hearst Newspapers, January 21, 2011

Document 4

On September 8, 2000, thirty years after receiving the Nobel Peace Prize for his work in food production and hunger relief, Laureate Norman Borlaug gave an anniversary lecture at the Norwegian Nobel Institute in Oslo. This is an excerpt from his lecture.

Norman Borlaug, 1970 Nobel Peace Prize Laureate, September 8, 2000

... I am now in my 56th year of continuous involvement in agricultural research and production in the low-income, food-deficit developing countries. I have worked with many colleagues, political leaders, and farmers to transform food production systems. Despite the successes of the Green Revolution, the battle to ensure food security for hundreds of millions of miserably poor people is far from won.

Mushrooming [fast-growing] populations, changing demographics* and inadequate poverty intervention programs have eaten up many of the gains of the Green Revolution. This is not to say that the Green Revolution is over. Increases in crop management productivity can be made all along the line - in tillage [land under cultivation], water use, fertilization, weed and pest control, and harvesting. However, for the genetic improvement of food crops to continue at a pace sufficient to meet the needs of the 8.3 billion people projected in 2025, both conventional breeding and biotechnology methodologies will be needed

Had the world's food supply been distributed evenly, it would have provided an adequate diet in 1998 (2,350 calories, principally from grain) for 6.8 billion people - about 900 million more than the actual population. However, had people in Third World countries attempted to obtain 70 percent of their calories from animal products - as in the USA, Canada, or EU [European Union] countries - only about half of the world population would be fed.

These statistics point out two key problems. The first is the complex task of producing sufficient quantities of the desired foods to satisfy needs, and to accomplish this Herculean [difficult] feat in environmentally and economically sustainable ways. The second task, equally or even more daunting, is to distribute food equitably. Poverty is the main impediment [obstacle] to equitable food distribution, which, in turn, is made more severe by rapid population growth

Source: Norman E. Borlaug, Nobel Prize online

* demographic: relating to the study of changes in population patterns

Document 5

This passage discusses changing population patterns in Brazil and in the Amazon region .

... Some countries such as Brazil are seeing significant internal migration. Most countries, including Brazil, have seen significant migration from rural areas into cities. But in Brazil, millions of people are also moving into the Amazon region, a vast resource-rich rain forest drained by the largest river on Earth, the Amazon. These people and the companies they work for are in quest of valuable resources such as timber, gold, oil, and land that can be ranched or farmed. To exploit these resources means cutting down rain forest land and displacing rain forest peoples

The related demographic issue is that much of this land is not actually empty of human beings. Rather, indigenous peoples from many tribes live there. These Native Americans are mainly hunter-gatherers who rely on hunting game and gathering berries and other edible foods across large stretches of land. They migrate through these areas, rather than staying in fixed locations as agricultural peoples do. One of the indigenous rain forest groups is the Yanomami. According to current estimates, only about thirty thousand Yanomami remain in an area roughly three times the size of Switzerland around Brazil's border with Venezuela. Their way of life is in serious jeopardy as they are being displaced by population pressures from outside their culture and traditional homelands. For example, about forty thousand independent gold miners have overwhelmed Yanomami territory in recent decades. The Brazilian government has worked with the Yanomami to preserve some land for indigenous peoples, much like the reservation system in the United States

Source: Michael M. Andregg, *Seven Billion and Counting: The Crisis in Global Population Growth*, Twenty-First Century Books, 2014

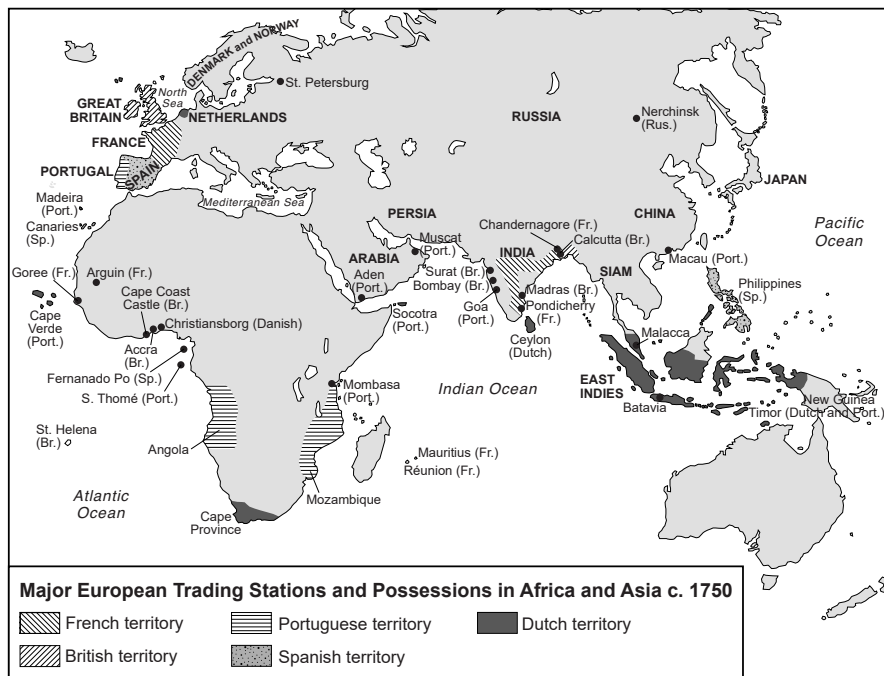
June 2022

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on the space provided the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 on the map below and on your knowledge of social studies.



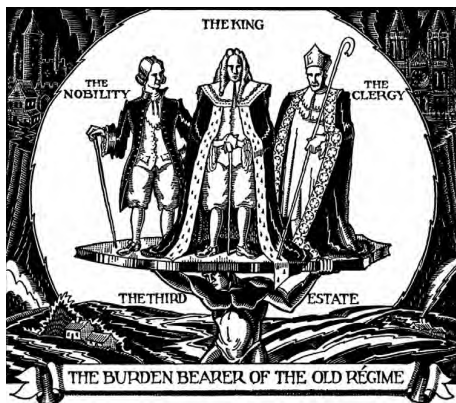
Source: J. M. Roberts, *A History of Europe*, Allen Lane (adapted)

1. What was a contributing factor to the historical development shown on this map?

- (1) the abolition of the slave trade
- (2) the growing strength of Asian states
- (3) the lack of seafaring technology
- (4) the desire for markets and raw materials

1 _____

Base your answers to questions 2 and 3 on the illustration and on your knowledge of social studies.



Source: Philip Dorf, *Visualized World History*, Oxford Book Company

2. Which claim is best supported by information from this illustration?

- (1) The clergy and the nobles have the least amount of power.
- (2) The Third Estate supported the First and Second Estates.
- (3) The First Estate supported the Third Estate.
- (4) The three Estates shared power equally.

2 _____

3. What was one effect of the historical development shown in this illustration?

- (1) The king was overthrown and communism was introduced.
- (2) The king became an Enlightened despot and a totalitarian government was created.
- (3) A republic was established and the king was beheaded.
- (4) A directory was formed and the king maintained his power.

3 _____

Base your answers to questions 4 and 5 on the passages below and on your knowledge of social studies.

... In the Moghul [Mughal] empire the core contradiction had always been Hindus versus Muslims. Akbar the Great had worked out a sort of accommodation, but his great-grandson Aurangzeb reversed all his policies, enforcing orthodox Islam rigidly, restoring discrimination against Hindus, squashing smaller religious groups such as the Sikhs, and generally replacing tolerance with repression. And yet, say what you will about the man's narrow-minded zealotry [fanaticism], Aurangzeb was a titanic talent, so he not only held his empire together but extended it. The whole time, however, he was sowing the discord [division] and tension that would erupt to ruin the empire as soon as a less capable ruler took charge. . . .

... This glimpse into the Ottoman social clockwork does not begin to exhaust its fractal intricacy [complexity]: look closer and deeper into Ottoman society and you'll see the same order of complexity at every level. Everything was connected to everything else and connected in many ways, which was fine when all the connections balanced out and all of the parts were working. Centuries later, when the empire entered its decrepitude [decaying state], all the intertwining parts and intermeshing [connecting] institutions became a peculiarly Ottoman liability; their intricacy meant that trouble in one place or sphere translated mysteriously to trouble in a dozen other places or spheres—but that came later. In the sixteenth century, the Ottoman Empire was an awesomely well-functioning machine. . . .

Source: Tamim Ansary, *Destiny Disrupted: A History of the World Through Islamic Eyes*, Public Affairs

4. Based on these passages, what is a primary similarity between the Mughal and Ottoman Empires?

- (1) Social conflict did not exist in either empire.
- (2) Each empire experienced a period of success.
- (3) Each empire lasted less than a century.
- (4) Hinduism had little influence in the development of either empire. 4 _____

5. Which statement best explains a reason the Mughal Empire declined and a reason the Ottoman Empire declined?

- (1) Mughal leaders were ineffective; Ottoman society was too interconnected.
- (2) Mughal society was too secular; policies of Ottoman sultans were inconsistent.
- (3) Religious diversity in the Mughal Empire was lacking; the Ottoman Empire never worked efficiently.
- (4) Mughal society paid little attention to the government; Ottoman social groups were too isolated. 5 _____

Base your answer to question 6 on the passage below and on your knowledge of social studies.

Mary Wollstonecraft's Book Dedication to M. Tallyrand-Périgord

... Contending for the rights of woman, my main argument is built on this simple principle, that if she be not prepared by education to become the companion of man, she will stop the progress of knowledge and virtue; for truth must be common to all, or it will be inefficacious [ineffective] with respect to its influence on general practice. And how can woman be expected to co-operate unless she know why she ought to be virtuous? Unless freedom strengthen her reason till she comprehend her duty, and see in what manner it is connected with her real good? If children are to be educated to understand the true principle of patriotism, their mother must be a patriot; and the love of mankind, from which an orderly train of virtues spring, can only be produced by considering the moral and civil interest of mankind; but the education and situation of woman, at present, shuts her out from such investigations. . . .

Source: Mary Wollstonecraft, 1792

6. Which historical development was influenced by Wollstonecraft's writing?

- (1) the rise of British nationalism
- (2) the Glorious Revolution
- (3) the woman's suffrage movement
- (4) the Irish Home Rule movement 6 _____

Base your answers to questions 7 and 8 on the document below and on your knowledge of social studies.

If you grew up in Ireland you were told about the Famine. It was dinned [pounded] into you. In the history books there were pictures of huddled families dying of hunger in their hovels [simple dwelling], the same families being evicted—by English landlords—and with no place to go but a ditch.

In the 1930s and 1940s old people in Limerick City still whispered of the horrors of that Famine less than 100 years before. They said it was the fault of the English. They said it was a fact that tons of corn [grain] were shipped out of the country to feed Her Majesty's armies beyond. There was enough food to go around to feed Ireland ten times over.

The old people said they would never forgive that of the English and they hoped we wouldn't either. . . .

Source: Frank McCourt, "Scraps and Leftovers: A Meditation," Hyperion

7. According to this document, what was a contributing factor to the famine in Ireland?

- (1) The British government exported much of the food produced in Ireland.
- (2) The British army drafted the young farmers of Ireland to fight overseas.
- (3) British shipments of corn and potatoes were delayed due to poor weather.
- (4) Landlords evicted English families out of their houses. 7 _____

8. What was a result of the situation described in this document?

- (1) The Irish nationalist movement grew.
- (2) The Irish farmers destroyed their crops.
- (3) The Irish cut off diplomatic ties with the British government.
- (4) The Irish were forced to work in British colonies by the millions. 8 _____

Base your answers to questions 9 and 10 on the document below and on your knowledge of social studies.

The Charter Oath (of the Meiji Restoration), 1868

By this oath, we set up as our aim the establishment of the national weal [public good] on a broad basis and the framing of a constitution and laws.

1. Deliberative assemblies shall be widely established and all matters decided by public discussion.
2. All classes, high and low, shall unite in vigorously carrying out the administration of affairs of state.
3. The common people, no less than the civil and military officials, shall each be allowed to pursue his own calling so that there may be no discontent.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundations of imperial rule.

Source: Wm. Theodore de Bary, ed., et al., *Sources of Japanese Tradition*, Columbia University Press

9. Based on the aims presented in the Charter Oath, it can best be inferred that the

- (1) emperor was no longer a symbol of power
- (2) samurai directly controlled public discussions
- (3) Japanese government encouraged western learning
- (4) lowest classes of Japanese society were excluded from government 9 _____

10. Which event most directly led to the issuing of the 1868 Charter Oath?

- (1) Britain's victory in the Opium War
- (2) Russia's defeat in the Russo-Japanese War
- (3) the establishment of a separate port for Dutch traders
- (4) the collapse of the Tokugawa Shogunate 10 _____

Base your answer to question 11 on the cartoon below and on your knowledge of social studies.

THE CRIME OF THE AGES. WHO DID IT?

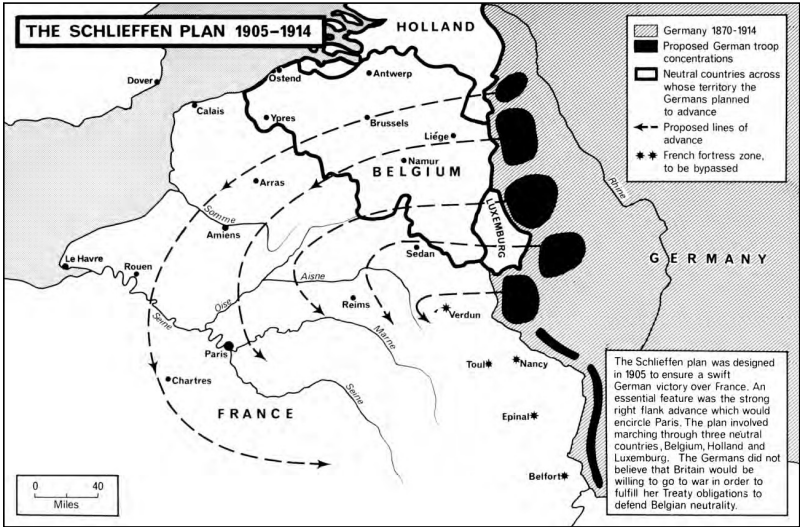


Source: John McCutcheon, *The Chicago Tribune*, August 5, 1914 (adapted)

11. Which statement best represents the cartoonist's point of view?

- (1) Working together will bring peace back to Europe.
- (2) Germany is best positioned to revive peace in Europe.
- (3) The nation of Italy was not guilty of any crimes in Europe.
- (4) There is plenty of blame to go around for the death of peace in Europe. 11 _____

Base your answer to question 12 on the map below and on your knowledge of social studies.



Source: Martin Gilbert, *The Routledge Atlas of the First World War*, Routledge, 2008

12. What was a major result of Germany’s decision to use the Schlieffen Plan in 1914?

- (1) French and Germans engaged in ongoing fighting across trenches.
- (2) British submarines came to the aid of Germans to defeat France.
- (3) Serbia and Austria-Hungary attacked Germany and France.
- (4) Russia applied diplomatic pressure to achieve a peace settlement between Germany and France.

12 _____

Base your answers to questions 13 and 14 on the passage below and on your knowledge of social studies.

Description of the experiences of Deng Yingchao, a young Chinese woman during the protests of 1919

When the May Fourth Movement took place in 1919, I was only sixteen years old, a student at the Tianjin Women’s Normal College. . . . On May 4, 1919, students in Beijing held a demonstration asking the government to refuse to sign the Versailles Peace Treaty and to punish the traitors at home. In their indignation [displeasure], they burned the house at Zhaojialou and beat up Lu Zhongxiang, then Chinese envoy to Japan. The following day, when the news reached Tianjin, it aroused the indignation of students there who staged their own demonstration on May 7th. They began by organizing such patriotic societies as the Tianjin Student Union, the Tianjin Women’s Patriotic Society, and the Tianjin Association of National Salvation. We had no political theory to guide us at that time, only our strong patriotic enthusiasm. In addition to the Beijing students’ requests, we demanded, “Abrogate [reject] the Twenty-One Demands!” “Boycott Japanese Goods!” and “Buy Chinese-made goods!” Furthermore, we emphatically refused to become slaves to foreign powers! . . .

Source: Patricia Buckley Ebrey, *Chinese Civilization: A Sourcebook*, The Free Press

13. Based on this passage, what was the purpose of the May 7th protest in Tianjin?

- (1) to condemn international wars
- (2) to demonstrate national pride
- (3) to support economic interdependence
- (4) to criticize progressive revolutionaries

13 _____

14. Which claim is best supported by this passage?

- (1) Industrial modernization has been delayed by gender inequality in the workplace.
- (2) Women should hold positions of leadership in business and government.
- (3) Government and society must return to a reliance on Confucian values.
- (4) Consumers should choose to purchase domestically manufactured goods.

14 _____

Base your answers to questions 15 and 16 on the account below and on your knowledge of social studies.

The quotations below are from Denys, a British officer serving in the British Indian Army in 1947, who was interviewed as part of the “Partition Voices” project.

“We were fairly thin on the ground by August 1947. On Independence Day I was in Lahore making my way back to England. I remember people shaking my hand saying, ‘Thank you. Thank you for making us independent.’

“The station was knee-deep in bodies. It was a terrible time. Trains coming from one direction full of dead Sikhs and Hindus – and trains coming from the other full of dead Muslims.

“We all – sort of people like myself, British officers – felt Partition went through too fast. The whole thing was not thought through.

“I think the British government of the day was anxious to get it done quickly. It was a great mistake.”

Source: “A Country Divided: How it affected me,” *BBC News* online

15. Based on Denys’ account, which situation developed during the partition of India?

- (1) British troops seized control of trains.
- (2) India became a mandate of Great Britain.
- (3) Religious and ethnic conflict increased along the borders.
- (4) Pakistan installed a communist regime.

15 _____

16. Which statement best supports the conclusion that Denys is a reliable source of evidence regarding the partition of India?

- (1) He provides examples of the hostility individual Indians showed toward British soldiers.
- (2) He includes details that support the British government’s position regarding the division of British India.
- (3) He reports that India requested the continued help of the British military.
- (4) He gives an eyewitness account describing what he saw on Independence Day.

16 _____

Base your answers to questions 17 and 18 on the map below and on your knowledge of social studies.

Berlin Air Corridors, November 1948



Source: Illingworth Collection, *From Warfare to Welfare: 1939–1959*, National Library of Wales, 2008

17. Which policy is most closely associated with the event featured on this map?
(1) détente (2) perestroika (3) containment (4) nonalignment 17_____

18. The situation illustrated by this map was resolved when
(1) Joseph Stalin ordered the end of the blockade
(2) Winston Churchill delivered the “Iron Curtain” speech
(3) the United Nations negotiated on behalf of East Germany
(4) the North Atlantic Treaty Organization (NATO) threatened to use atomic weapons 18_____

Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

Iranian women made considerable progress during the Pahlavi era (1925–1979). Education for both girls and boys was free. When Tehran University opened in 1936, Iran’s first university admitted both men and women. In 1963, women acquired the right to vote and run for parliament. Under the Family Protection Law, women won the right to petition for divorce and gain child custody. A husband could no longer unilaterally [single-handedly] divorce his wife or automatically gain custody of the children. The marriage age for girls was raised from 13 to 18. And men needed the court’s permission to take a second wife. By 1978, on the eve of Iran’s revolution, 22 women sat in parliament and 333 women served on elected local councils. One-third of university students were female. Two million women were in the work force, more than 146,000 of them in the civil service. . . .

Under revolutionary leader Ayatollah Ruhollah Khomeini, Iran’s new theocracy gave priority to Islamic tradition over modern mores [practices]. One of the revolutionary government’s first acts was to suspend the Family Protection Law and dismantle Family Courts. Men were once again free to divorce their wives by simple declaration; they also gained exclusive custody of their children. Women could no longer file for divorce unless the right was stipulated [clearly stated] in marriage contracts, and they lost the right to child custody. Restrictions on polygamy were also removed. The marriage age for girls was reduced to puberty, which is nine under Islamic law. In 1981, parliament approved the Islamic Law of Retribution, introducing flogging, stoning and payment of blood money for crimes ranging from adultery to violation of Islamic dress codes. . . .

Source: Haleh Esfandiari, “The Iran Primer,” *United States Institute of Peace* online

19. Based on this passage, what conclusion can be made regarding the tensions between tradition and modernity in Iran?

- (1) Before the revolution, the Pahlavis encouraged people to stay within traditional Islamic norms.
- (2) The new theocratic government encouraged modernity and the expansion of rights.
- (3) Ayatollah Khomeini’s revolutionaries favored a more traditional patriarchal society.
- (4) After the revolution, movement toward modernity was hindered by limitations placed on males in Iranian society.

19_____

20. Based on this passage, how did the 1979 Iranian Revolution affect the lives of women?

- (1) The legal age for marriage was raised to the age of 18.
- (2) Women were first granted the right to run for parliament and help create laws.
- (3) The Family Protection Law allowed women to petition for divorce.
- (4) Women’s legal rights became more limited with the dismantling of Family Courts.

20_____

Base your answers to questions 21 and 22 on the passages below and on your knowledge of social studies.

Passage A

. . . I wish to go to my own words during my trial in 1964. They are as true today as they were then. I wrote: I have fought against white domination, and I have fought against black domination. I have cherished the idea of a democratic and free society in which all persons live together in harmony and with equal opportunities.

It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die. . . . My friends, I have no words of eloquence to offer today except to say that the remaining days of my life are in your hands. I hope you will disperse with discipline. And not a single one of you should do anything which will make other people to say that we can't control our own people.

Source: Transcript of Nelson Mandela's speech "Africa It Is Ours!," February 10, 1990

Passage B

. . . Our country and all its people have been embroiled [involved] in conflict, tension and violent struggle for decades. It is time for us to break out of the cycle of violence and break through to peace and reconciliation. The silent majority is yearning for this. The youth deserve it.

With the steps the Government has taken it has proven its good faith and the table is laid for sensible leaders to begin talking about a new dispensation [direction], to reach an understanding by way of dialogue and discussion.

The agenda is open and the overall aims to which we are aspiring should be acceptable to all reasonable South Africans.

Among other things, those aims include a new, democratic constitution; universal franchise [vote]; no domination; equality before an independent judiciary; the protection of minorities as well as of individual rights; freedom of religion; a sound economy based on proven economic principles and private enterprise; dynamic programmes directed at better education, health services, housing and social conditions for all. . . .

Source: F. W. de Klerk, speech at the opening of Parliament, February 2, 1990

21. According to Passages A and B, both men are striving to do what?

- (1) lead mass protests in South Africa
- (2) compete for political power in South Africa
- (3) maintain discrimination in South Africa
- (4) end racial conflict in South Africa

21 _____

22. Which long-standing policy influenced the actions and words expressed in these passages by Nelson Mandela and F. W. de Klerk?

- (1) tribal decision-making
- (2) international cooperation
- (3) apartheid
- (4) non-aggression

22 _____

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

We realize that to demand the fulfillment of human rights is a revolutionary act, that to question the government about bringing our children back alive was a revolutionary act. We are fighting for liberation, to live in freedom, and that is a revolutionary act. The day in which there will be no more hunger, that justice will be done, that the murderers will be in jail, then we will have accomplished a revolution. To transform a system is always revolutionary.

Mothers of the Plaza de Mayo



The Mothers “put the torturers behind bars” in 1987 with murals posted before a military parade.

Source: Marguerite G. Bouvard,
“Revolutionizing Motherhood: The Mothers of the Plaza de Mayo,”
National Geographic, December 1984 (adapted)

23. Which issue are the Mothers of the Plaza de Mayo addressing?

- (1) oppressive rule by a military dictatorship
- (2) lack of job opportunities
- (3) a policy of ethnic cleansing
- (4) the need for education reform

23_____

24. What is the primary method used by the Mothers of the Plaza de Mayo to achieve their objectives?

- (1) making terrorist attacks against civilians
- (2) staging non-violent protests
- (3) organizing a coup d'état against the government
- (4) boycotting international corporations

24_____

Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . . When women in the Third World are raised to higher status, they do more than limit the size of their families; they also are the group most likely to take action to increase the food supply and control disease. Grassroots humanitarian organizations believe that investment in women's enterprises is the best intervention they can make in developing nations where women do most of the farming. And UNICEF discovered during the 1970s that women were the key to implementing public health measures. Educated women support vaccination programs, understand the need for clean water supplies, and persuade family members to seek professional medical aid before an entire village becomes infected. . . .

Source: Linda Grant De Pauw, *Battle Cries and Lullabies: Women in War from Prehistory to the Present*, University of Oklahoma Press

25. Which topic best supports the information presented in this passage?

- (1) effectiveness of the United Nations in solving armed conflict
- (2) roles of women in solving socio-economic issues
- (3) areas of the world that are most affected by food security issues
- (4) negative impacts of urbanization on the environment

25 _____

26. Based on this passage, UNICEF would most likely support which course of action in the developing world?

- (1) providing education programs for women
- (2) establishing alternative forms of energy to combat global warming
- (3) encouraging communities to promote traditional values and beliefs
- (4) decreasing the role of non-governmental organizations in providing economic assistance to countries in need

26 _____

Base your answers to questions 27 and 28 on the speech excerpt below and on your knowledge of social studies.

Dear fellow countrymen, compatriots. Due to the situation which has evolved as a result of the formation of the Commonwealth of Independent States, I hereby discontinue my activities at the post of President of the Union of Soviet Socialist Republics.

I am making this decision on considerations of principle. I firmly came out in favor of the independence of nations and sovereignty for the republics. At the same time, I support the preservation of the union state and the integrity of this country.

The developments took a different course. The policy prevailed of dismembering this country and disuniting the state, which is something I cannot subscribe to. . . .

Source: Mikhail Gorbachev, "Farewell Address," *New York Times*, December 26, 1991

27. Which policy did Mikhail Gorbachev initiate during his presidency that contributed to the situation described in this excerpt?

- | | | |
|----------------------|------------------------|---------|
| (1) Russification | (3) glasnost | |
| (2) collectivization | (4) nuclear rearmament | 27_____ |

28. What is the significance of Mikhail Gorbachev's speech?

- | | |
|---|---------|
| (1) It led to a new nuclear arms race. | |
| (2) It signaled the end of the Cold War. | |
| (3) It predicted the eventual worldwide spread of communism. | |
| (4) It caused new countries to become part of the Soviet Union. | 28_____ |

Part II

SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

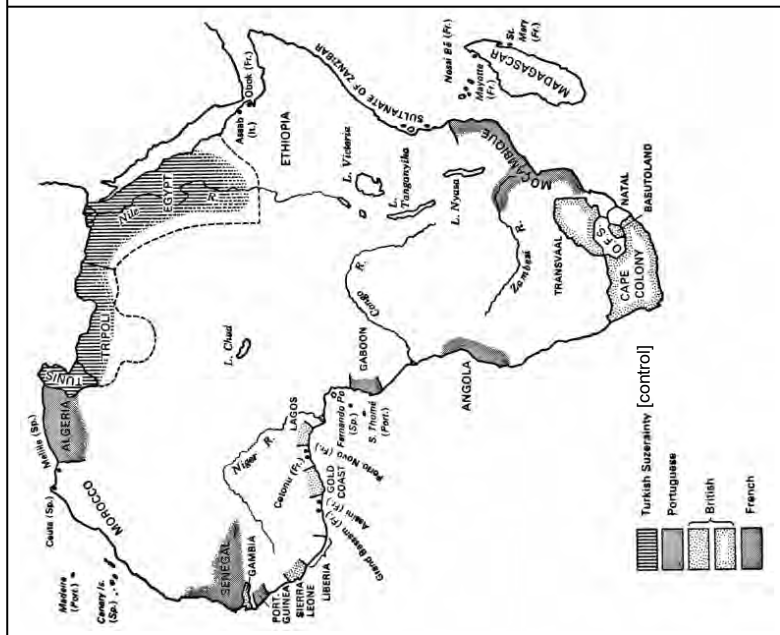
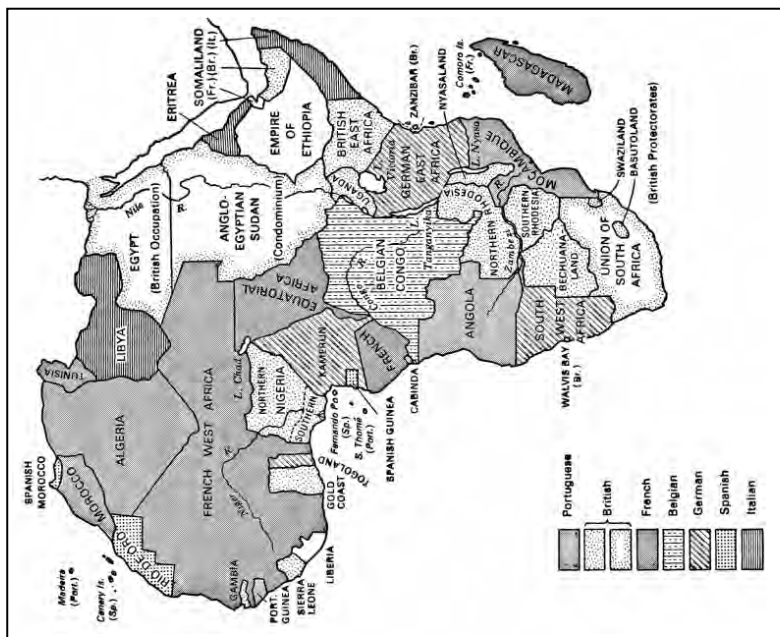
- Question 29 uses Document 1 (Context)
- Question 30 uses Document 2 (Source)
- Question 31 uses Documents 1 and 2 (Relationship between documents)

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1



Source: Raymond F. Betts, ed., *The Scramble for Africa: Causes and Dimensions of Empire*, D.C. Heath and Company, 1972 (adapted)

Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

29. Explain the geographic context for the change shown on the maps of Africa between 1879 and 1914. [1]

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

E. D. Morel is a French-born British businessman and reformer who drew attention to imperial abuses. He worked for a London-based shipping company that did business with Belgium. He wrote extensively about the Congo. He wrote *The Black Man's Burden* in 1920 as a reaction to Rudyard Kipling's poem, "The White Man's Burden."

. . . For three centuries the white man seized and enslaved millions of Africans and transported them, with every circumstance of ferocious cruelty, across the seas. Still the African survived and, in his land of exile, multiplied exceedingly.

But what the partial occupation of his soil by the white man has failed to do; what the mapping out of European political "spheres of influence" has failed to do; what the maxim and the rifle, the slave gang, labour in the bowels of the earth and the lash, have failed to do; what imported measles, smallpox and syphilis have failed to do; what even the oversea slave trade failed to do, the power of modern capitalistic exploitation, assisted by modern engines of destruction, may yet succeed in accomplishing.

For from the evils of the latter, scientifically applied and enforced, there is no escape for the African. Its destructive effects are not spasmodic [periodic]: they are permanent. In its permanence resides its fatal consequences. It kills not the body merely, but the soul. It breaks the spirit. It attacks the African at every turn, from every point of vantage. It wrecks his polity [government], uproots him from the land, invades his family life, destroys his natural pursuits and occupations, claims his whole time, enslaves him in his own home. . . .

Source: E. D. Morel, *The Black Man's Burden*,
The National Labour Press, 1920

30. Based on this excerpt from *The Black Man's Burden*, identify E. D. Morel's point of view concerning the effect of European involvement in Africa. [1]

Base your answer to question 31 on *both* Documents 1 and 2 and on your knowledge of social studies.

- Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.
- Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

31. Identify *and* explain a cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response. [1]

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1

JALALPUR, India, April 5 — Four hundred police arrived here today and 100 more went to Dandi, where tomorrow morning Mahatma Gandhi and his followers planned to manufacture salt from the water of the Gulf of Cambay. . . .

At Dandi tonight they were preparing for the first definite act of civil disobedience. They will wade into the waters of the tidal marshes and fill pots with salt water. These will be placed in the sun for evaporation of the water and the residue of salt will be removed for sale.

The first sales will be made in the streets of Ahmedabad, with members of the All-India Congress committee directing the hawking [selling]. The salt is said to be unedible, but the mere manufacture and sale of it constitutes a breach of law and fulfills Mr. Gandhi’s aim.

The attitude of the government has not been announced. The Viceroy, Lord Irwin, is understood to be avoiding measures that would provoke disturbances and the government does not wish to give Mr. Gandhi the status of a martyr, but the British troops are on the alert, nevertheless. . . .

Source: Associated Press, “Gandhi Makes Salt, Defying India’s Law,” *New York Times*, April 6, 1930

32. Explain the historical circumstances that led to Gandhi’s actions in India in 1930. [1]

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

On December 19, 1946, Ho Chi Minh appealed to the people of Vietnam. This appeal was the result of the failed cease-fire with France and the lack of response by French officials to Ho Chi Minh's appeals to negotiate.

Wage Resistance War!**An Appeal to the Vietnamese People**

Compatriots throughout the country!

Out of love for peace we have made concessions [sacrifices]. But the more concessions we made, the further the French colonialists went because they are resolved to invade our country once again. No! We would rather sacrifice everything than lose our country, than return to slavery.

Compatriots! Rise up!

Men and women, old and young, regardless of creeds, political parties, or nationalities, all the Vietnamese must stand up to fight the French colonialists to save the Fatherland. Those who have rifles will use their rifles. Those who have swords will use their swords. Those who have no swords will use their spades, hoes, and sticks. Everyone must endeavor to oppose the colonialists and save his country.

Soldiers, self-defense guards, militiamen!

The hour of national liberation has struck! We must sacrifice to our last drop of blood to save our country. Whatever hardships we must endure, we are ready to endure them. With the determination to sacrifice, victory will be ours!

Long live an independent and unified Vietnam!

Long live the victorious resistance!

Source: Truong Nhu Tang, *A Vietcong Memoir*, Vintage Books, 1986

33. Based on this excerpt, identify Ho Chi Minh's point of view concerning French colonialism. [1]

Similarity—tells how something is alike or the same as something else.

Difference—tells how something is not alike or not the same as something else.

34a–34b. Using evidence from *both* Documents 1 and 2 and your knowledge of social studies:

- a) Identify a similarity *or* a difference in Gandhi’s and Ho Chi Minh’s responses to European colonization. [1]
- b) Explain the similarity *or* difference you identified using evidence from both documents. [1]

Part III

(Question 35)

ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and, on a separate sheet of paper, write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents. You may use optional planing page in the front of the book if you wish.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify *and* define an enduring issue raised by this set of documents
- Argue why the issue you selected is significant *and* how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Define the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind: **Identify**—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show logical development or relationship of something.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

During the mid nineteenth century, defeating cholera [a waterborne illness] was of paramount importance to those responsible for the metropolis. Between 1831 and 1866, four separate epidemics took over forty thousand Londoners lives. Little was known about the cause of the disease at the time, as it was generally considered to be linked to London's foul air or miasma. The miasmatisists* held sway until the truth about the cause of cholera, was conclusively proven by Robert Koch with his discovery of the cholera bacillus. This further scientific proof reinforced the theory put forward by Dr. John Snow that the disease was spread through ingesting soiled water, rather than inhaling foul air. Although the cause of cholera was a subject of debate, it was agreed that the polluted River Thames, where the people of London drew their drinking water from, was to blame. It was clear that something had to be done to address this issue, however, the disorganized state of local government within London prevented many schemes [plans] from coming to fruition [completion]. Local government was based around church parishes and the vested interests that held sway were rarely wise enough to see beyond the narrow interests of their local parish to the wider interests of London as a city itself. The Metropolitan Commission of Sewers Act 1848, pushed through by the health reformer Edwin Chadwick, tried in a limited way to instigate a London wide system of waste management. However it was never powerful or decisive enough to implement the changes that were necessary for a London wide programme of reform.

By 1850, population growth and the inception of the water closet [indoor toilet], popularized by the Great Exhibition in 1851, resulted in ineffective and overflowing household cesspools. Water closets were responsible for households producing nearly one hundred additional gallons of waste per day on average. In 1848, in order to eliminate this problem, the Metropolis Sewers Commission mandated cesspools and house drains be connected to sewers, which emptied, unfiltered, in to the River Thames. This worsened the problem and affectively turned London's main waterway in to an open sewer. . . .

Source: Chad Hansen, "The Big Thames Clean Up," Westminster City Archives online

* miasmatisists: people who believed disease was spread through foul air

Document 2

... Nothing, however, has precipitated [caused] the water crisis more than three decades of breakneck industrial growth. China's economic boom has, in a ruthless symmetry, fueled an equal and opposite environmental collapse. In its race to become the world's next superpower, China is not only draining its rivers and aquifers [underground water sources] with abandon; it is also polluting what's left so irreversibly that the World Bank warns of "catastrophic consequences for future generations." . . .

The Yellow River's epic journey across northern China is a prism through which to see the country's unfolding water crisis. From the Tibetan nomads leaving their ancestral lands near the river's source to the "cancer villages" languishing [suffering] in silence near the delta, the Mother River puts a human face on the costs of environmental destruction. But it also shows how this emergency is shocking the government—and a small cadre of environmental activists—into action. The fate of the Yellow River still hangs in the balance. . . .

As an employee of Green Camel Bell, an environmental group in the western city of Lanzhou, Jiang [Lin, mother of the founder] is following up on a tip that the [paper] mill is dumping untreated chemical waste into a tributary of the Yellow River. There are hundreds of such factories around Lanzhou, a former Silk Road trading post that has morphed [changed] into a petrochemical hub. In 2006 three industrial spills here made the Yellow River run red. Another turned it white. This one is tainting the tributary a toxic shade of maroon. When Jiang gets back to the office, the GPS data will be emailed to Beijing and uploaded onto a Web-based "pollution map" for the whole world to see. . . .

Source: Brook Larmer, "Bitter Waters: Can China save the Yellow—its Mother River?"
National Geographic Magazine online, May 2008

Document 3

Lyrics and Latrines

Feliciano dos Santos, lead singer of the band Massuko, is an influential environmentalist who worked to provide clean water to the village of Niassa, Mozambique.

... In 2000, Santos founded a nonprofit organization called Estamos, with the mission of providing clean water throughout Niassa by installing water pumps plus low-cost, sustainable sanitation facilities.

The project is succeeding. Villagers have installed thousands of "EcoSan" portable bathrooms. These facilities are brick-lined to keep bacteria from infiltrating the groundwater supply. After six months of composting, the contents become fertilizer that farmers can safely use in their fields. For the first time, Niassa has a rudimentary [basic] sanitation system.

In addition, Santos is using music to teach people better hygiene, or the practice of keeping clean to prevent disease. One of Massukos's greatest hits is called "Tissambe Manja," meaning "Wash Our Hands." "Clean water is a basic human right, yet so many people don't have it," says Santos. "I'm using my music to be the voice of people who have no voice."

Source: Andrew J. Milson, *Global Issues: Health*,
National Geographic Learning, Cengage Learning, 2014

Document 4

Grabbing Water From Future Generations

Suresh Ponnusami sat back on his porch by the road south of the Indian textile town of Tirupur. He was not rich, but for the owner of a two-acre farm in the backwoods of a developing country he was doing rather well. He had a TV, a car, and a maid to bring him drinks and ensure his traditional white Indian robes were freshly laundered every morning.

The source of his wealth, he said, was a large water reservoir beside his house. And as we chatted, a tanker drew up on the road. The driver dropped a large pipe from his vehicle into the reservoir and began sucking up the contents.

Ponnusami explained: “I no longer grow crops, I farm water. The tankers come about ten times a day. I don’t have to do anything except keep my reservoir full.” To do that, he had drilled boreholes deep into the rocks beneath his fields, and inserted pumps that brought water to the surface 24 hours a day. He sold every tanker load for about four dollars. “It’s a good living, and it’s risk-free,” he said. “While the water lasts.” . . .

We are emptying these giant natural reservoirs far faster than the rains can refill them. The water tables are falling, the wells have to be dug ever deeper, and the pumps must be ever bigger. We are mining water now that should be the birthright of future generations.


In India, the water is being taken for industry, for cities, and especially for agriculture. Once a country of widespread famine, India has seen an agricultural revolution in the past half century. India now produces enough food to feed all its people; the fact that many Indians still go hungry today is an economic and political puzzle, because the country exports rice.

But that may not last. Researchers estimate that a quarter of India’s food is irrigated with underground water that nature is not replacing. The revolution is living on borrowed water and borrowed time. Who will feed India when the water runs out?


Nobody knows how much water is buried beneath our feet. But we do know that the reserves are being emptied. The crisis is global and growing, but remains largely out of sight and out of mind. . . .

Source: Fred Pearce, “Grabbing Water From Future Generations,”
When the Rivers Run Dry, Beacon Press December, 2006

Document 5




WATER QUALITY




One in nine people worldwide doesn't have access to improved sources of drinking water and **one in three** lacks improved sanitation.


The major sources of water pollution are from human settlements and industrial and agricultural activities.



80% of sewage in developing countries is discharged untreated directly into water bodies.



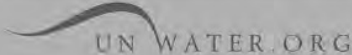
Industry dumps an estimated 300-400 MT of polluted waste in waters every year.




Nitrate from agriculture is the most common chemical contaminant in the world's groundwater aquifers.

APPROXIMATELY 3.5 MILLION PEOPLE DIE EACH YEAR DUE TO INADEQUATE WATER SUPPLY, SANITATION AND HYGIENE.

THE BIODIVERSITY OF FRESHWATER ECOSYSTEMS HAS BEEN DEGRADED MORE THAN ANY OTHER ECOSYSTEM.





Source: UN Water Day 2013 International Year of Water Cooperation, *United Nations Water* online (adapted)

* MT is metric tons

August 2022

Part I

Answer all questions in this part.

Directions (1–28): For each statement or question, record on the space provided the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answer to question 1 and 2 on the passage below and on your knowledge of social studies.

. . . Spain's stubborn possession of the Mississippi's mouth kept alive the possibility that the United States would rip itself apart. Yet something unexpected changed the course of history. In 1791, Africans enslaved in the French Caribbean colony of Saint-Domingue [Haiti] exploded in a revolt unprecedented in human history. Saint-Domingue, the eastern third of the island of Hispaniola, was at that time the ultimate sugar island, the imperial engine of French economic growth. But on a single August night, the mill of the first slavery's growth stopped turning. All across Saint-Domingue's sugar country, the most profitable stretch of real estate on the planet, enslaved people burst into the country mansions. They slaughtered enslavers, set torches to sugar houses and cane fields, and then marched by the thousand on Cap-Français, the seat of colonial rule. Thrown back, they regrouped. Revolt spread across the colony. . . .

Source: Edward E. Baptist, *The Half Has Never Been Told*, Basic Books, 2014

1. What was a short-term effect of the uprising described in this passage?

- (1) creation of the independent nation of Haiti
- (2) election of Napoleon Bonaparte as First Consul in France
- (3) introduction of women's suffrage across Haiti
- (4) emergence of socialist labor reform movements in Latin America 1 _____

2. Which group on Saint-Domingue stood to lose most of its wealth and power as a result of the actions described in this passage?

- (1) enslaved Africans
- (2) indigenous peoples
- (3) mulattoes
- (4) French plantation owners 2 _____

Base your answers to questions 3 and 4 on the letter below and on your knowledge of social studies.

... I have heard that you are a kind, compassionate monarch. I am sure that you will not do to others what you yourself do not desire. I have also heard that you have instructed every British ship that sails for Canton not to bring any prohibited goods to China. It seems that your policy is as enlightened as it is proper. The fact that British ships have continued to bring opium to China results perhaps from the impossibility of making a thorough inspection of all of them owing to their large numbers. I am sending you this letter to reiterate [repeat] the seriousness with which we enforce the law of the Celestial Empire and to make sure that merchants from your honorable country will not attempt to violate it again. . . .

Source: Lin Tse-Hsü, *A Letter to Queen Victoria*, 1839

3. The primary purpose of this letter was to persuade the British to
- (1) stop the flow of opium into China

(3) end all business with China

(2) increase trade with China

(4) defend China against invasion
- 3 _____
4. What is a long-term result of the conflict described in this letter?
- (1) The British were forced to pay reparations to China.

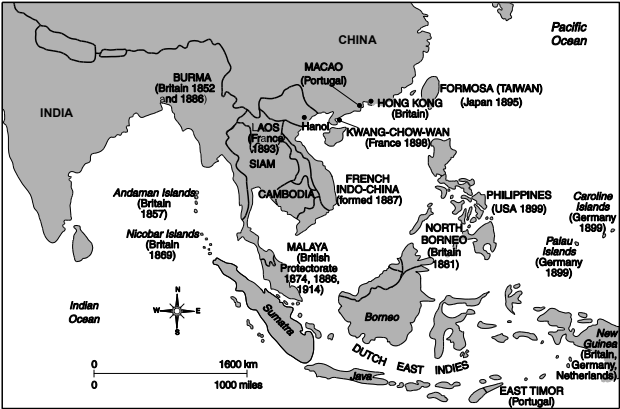
(2) The Chinese government closed all ports to the British.

(3) The British forced China to sign unequal treaties.

(4) The British agreed to respect Chinese sovereignty.
- 4 _____

Base your answers to questions 5 and 6 on the map below and on your knowledge of social studies.

IMPERIAL EXPANSION IN SOUTHEAST ASIA 1850–1914



Source: J.M. Roberts, *A History of Europe*, Allen Lane (adapted)

5. Based on this map, countries from which part of the world gained the most power in Southeast Asia during the late 1800s?
- (1) North America

(3) Europe

(2) Africa

(4) Southwest Asia
- 5 _____
6. Which event played a major role in the expansion shown on this map?
- (1) Russo-Japanese War

(3) Industrial Revolution

(2) French Revolution

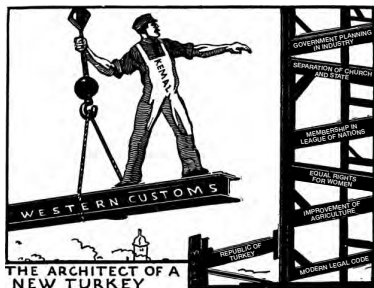
(4) World War I
- 6 _____

Base your answers to questions 7 and 8 on the cartoon and on your knowledge of social studies.

7. Based on this cartoon, which concept influenced Kemal Atatürk's development of New Turkey?

- (1) laissez-faire (3) communism
(2) modernization (4) zionism

7 _____



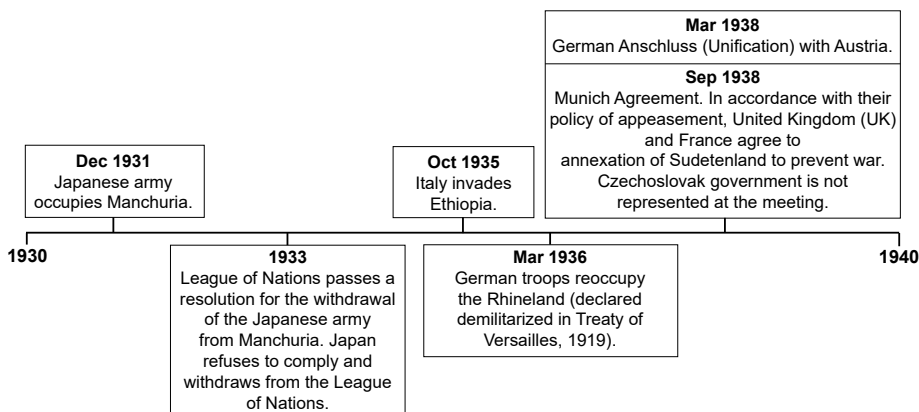
Source: Philip Dorf, *Visualized World History*, Oxford Book Company (adapted)

8. Which event led to Kemal Atatürk's development of New Turkey?

- (1) fall of the Ottoman Empire
(2) rise of the Soviet Union
(3) unification of Germany
(4) creation of a Jewish homeland

8 _____

Base your answers to questions 9 and 10 on the time line below and on your knowledge of social studies.



Sources: International Society for Educational Information, *Japan in Modern History*, 1994
Chapman and Lindroth, *World History on File: Second Edition—The 20th Century*,
The Diagram Group, 2007 (adapted)

9. The significance of the events shown on this time line is that they represent

- (1) attempts to force empires to decolonize
(2) efforts by Manchuria and Czechoslovakia to maintain the balance of power
(3) the expansion of communist forces into Europe and Asia
(4) underlying causes of World War II

9 _____

10. What was one consequence of the events shown on this time line?

- (1) the formation of the United Nations (UN)
(2) having an atomic bomb dropped on Berlin
(3) triggering a worldwide Great Depression
(4) inspiring the assassination of Archduke Franz Ferdinand

10 _____

Base your answer to question 11 on the passage below and on your knowledge of social studies.

Address Given by President Harry Truman to a Joint Session of Congress on March 12, 1947

... The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion [persuasion] and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. . . .

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [oppression] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way. . . .

Source: President Harry S. Truman, Address to Congress

11. Which historical development is most closely associated with the situation described in this passage?
- | | | |
|-----------------------|----------------------|---------|
| (1) Berlin Conference | (3) Nuremberg Trials | |
| (2) Armenian Massacre | (4) Cold War | 11 ____ |

Base your answers to questions 12 through 14 on the passage below and on your knowledge of social studies.

Universal Declaration of Human Rights

Article 1.
All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3.
Everyone has the right to life, liberty and security of person. . . .

Article 5.
No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. . . .

Source: "Universal Declaration of Human Rights," United Nations online, December 10, 1948

12. What is the intended purpose of this document?
- | | | |
|--------------------------------|----------------------------------|---------|
| (1) establishment of alliances | (3) containing communism | |
| (2) promoting isolationism | (4) preventing future atrocities | 12 ____ |
13. The ideals contained in this document are most closely associated with the ideals developed by
- | | | |
|----------------------------|-------------------------------|---------|
| (1) dictators | (3) industrialists | |
| (2) Enlightenment thinkers | (4) supporters of imperialism | 13 ____ |
14. This document was drafted largely in response to the
- | | | |
|-----------------------|-------------------------|---------|
| (1) Holocaust | (3) Irish Potato Famine | |
| (2) Meiji Restoration | (4) Rwandan Genocide | 14 ____ |

Base your answers to questions 15 and 16 on the photograph and on your knowledge of social studies.

15. The location identified by this photograph was considered strategically important because of its
- (1) mineral resources
 - (2) tropical climate
 - (3) distance from the United States
 - (4) position in the mid-Atlantic

15 _____

16. Which term is most closely associated with the situation shown in this photograph?

(1) nonalignment (2) perestroika (3) détente (4) arms race 16 _____

Base your answers to questions 17 and 18 on the letters below and on your knowledge of social studies.

These letters to the editor appeared in *Time* magazine in response to the Six-Day War in 1967.

Sir: If you were to offer a Nation of the Year award, my vote would go to Israel. For the past 19 years, this bastion [stronghold] of democracy has survived in spite of the Arab commandment "harass thy neighbor." This tiny nation may yet fulfill the Biblical prophecy of being a "light unto all nations." Let's hope the U.A.R. [United Arab Republic] is one of the first to see the light.
JOEL S. GOPEN
Sharon, Mass.

Source: *Time* magazine, letter to the editor,

Sir: TIME'S lavish contribution, in the form of a cover story, to the Israeli cause is exceeded only by the distorted, sketchy coverage afforded the plight of the Arabs. Neither eloquent oratory [moving speeches] nor military victories can decide the rights of people. Win or lose, the underlying principle for the Arab struggle is no less justified. Where was indignant [angry] world opinion in 1947 when "third parties" paid off political debts with land that they did not own? Where were those who now call for justice when these parties permitted the Arab to be ejected from land he has owned for generations? Perhaps only history will vindicate [justify] the Arab cause, but what of today?
O. J. AKEL
Waltham, Mass.

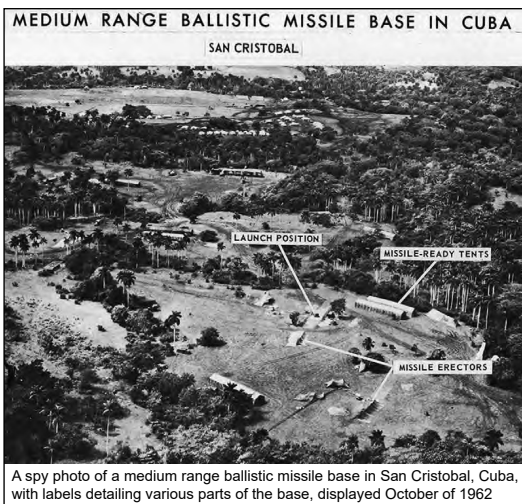
Source: *Time* magazine, letter to the editor, June 16, 1967

17. What is the primary concern from the Arab perspective in these letters?
- (1) The international community failed to support their land claims.
 - (2) The survival of Israel is threatened by distorted and sketchy reporting.
 - (3) Israel may not fulfill its Biblical destiny.
 - (4) History cannot be used to vindicate the Arab cause.

17 _____

18. Which turning point led to the 1967 war that inspired these letters?

(1) signing of the Camp David Accords (3) Palestinian Intifada
(2) creation of the State of Israel (4) Persian Gulf War 18 _____



Source: Alan Taylor, "50 Years Ago: The Cuban Missile Crisis," *The Atlantic* (adapted)

Base your answers to questions 19 through 21 on the passage below and on your knowledge of social studies.

French Colonization of Vietnam

. . . Economic development always involved what benefited France and her French colonists, not the Vietnamese. Vietnam was kept as dependent on the mother country as possible, both as a source of raw materials and as a captive market for French manufactured goods. Customs regulations were designed to promote French products and discourage competition from foreign goods, thus restricting the consumer in what he could buy.

A less shortsighted administration could have predicted the eventual outcome of these restrictive policies, but it took raw armed force to shock the French and the rest of the world into the realities of the situation. In a few words, the people were getting fed up. . . .

Source: Tran Van Don, *Our Endless War: Inside Vietnam*, Presidio Press, 1978 (adapted)

19. Which statement best describes Tran Van Don's point of view regarding the French in Vietnam?

- (1) Vietnam's economy benefited from French presence.
- (2) The Vietnamese exported many consumer goods.
- (3) Vietnam's economic development was restricted.
- (4) The economies of France and Vietnam benefited equally. 19 ____

20. Which of these countries experienced a similar economic relationship with a colonial power?

- (1) India (2) Liberia (3) Japan (4) Russia 20 ____

21. What was a long-term effect of the situation described in this passage?

- (1) Vietnamese nationalism led to bloody conflict.
- (2) Soviet troops liberated the Vietnamese from French rule.
- (3) The French agreed to rule northern Vietnam.
- (4) Vietnamese resistance led to the establishment of Indochina. 21 ____

Base your answer to question 22 on the passage below and on your knowledge of social studies.

. . . From the beginning of the revolution there had been many aborted [failed] attempts to impose the veil on women; these attempts failed because of persistent and militant resistance put up mainly by Iranian women. In many important ways the veil had gained a symbolic significance for the regime. Its reimposition [reinstatement] would signify the complete victory of the Islamic aspect of the revolution, which in those first years was not a foregone conclusion. The unveiling of women mandated by Reza Shah in 1936 had been a controversial symbol of modernization, a powerful sign of the reduction of the clergy's power. It was important for the ruling clerics to reassert that power. All this I can explain now, with the advantage of hindsight, but it was far from clear then. . . .

Source: Azar Nafisi, *Reading Lolita in Tehran: A Memoir in Books*, Random House, 2004

22. Based on this passage, which statement best describes the significance of the government regulations involving both the veiling and unveiling of women?

- (1) Modernization created power shifts that led to conflict.
- (2) Women's rights were consistently protected by Iranian leaders.
- (3) Clerics supported the changes in their respective time periods.
- (4) Emigration to culturally compatible countries was prohibited.

22 _____

Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . With growing unrest at home over the loss of Soviet soldiers in Afghanistan and the inability of the society to wage a foreign war and provide the essentials of life to its own citizens, the USSR was forced to retreat in ignominious [humiliating] defeat in February 1989—fewer than ten years after its invasion. This proved to be the final straw on the Soviet camel's back. By the end of the same year, the Berlin Wall was down, and the Warsaw Pact was dead. Within two years, the Soviet Union was history. . . .

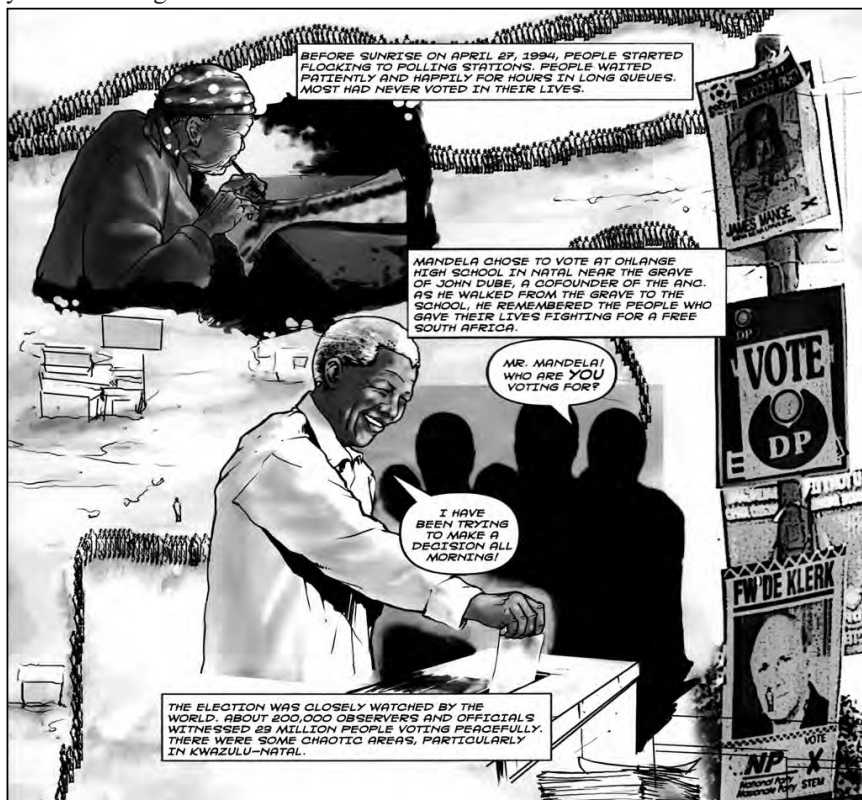
Source: Thomas E. Gouttierre, "What History Can Teach Us About Contemporary Afghanistan," *Education About Asia*, Fall 2012

23. Based on this passage, which long-term impact did the invasion of Afghanistan have on the Soviet Union?

- (1) It increased the Soviet Union's ability to provide for their own people.
- (2) It helped to bring about the collapse of the Soviet Union.
- (3) It encouraged the Soviets to wage foreign wars and expand their empire.
- (4) It allowed the Soviets to remove themselves from the Warsaw Pact.

23 _____

Base your answers to questions 24 and 25 on the illustration below and on your knowledge of social studies.



Source: Nelson Mandela: The Authorized Comic Book, W. W. Norton & Company (adapted)

24. Which claim is best supported by the information provided in this illustration?
 (1) The end of apartheid allowed Black South Africans to participate in national elections for the first time.

(2) Violence in South Africa led to injury and death, contributing to a revolution.

(3) Economic sanctions by international powers led to political and economic hardships for many South Africans.

(4) The opening of South African schools to Black children created an increase in national literacy rates.

24 _____

25. After his victory, which course of action was recommended by the leader depicted in this illustration?

(1) implementing programs to assist the widespread refugee crisis throughout the nation

(2) promoting communism through state collectivization of lands and the use of propaganda

(3) establishing a Truth and Reconciliation Commission to overcome a history of discrimination

(4) having the African National Congress (ANC) plan peaceful marches, demonstrations, and boycotts

25 _____

Base your answers to questions 26 through 28 on the passage below and on your knowledge of social studies.

. . . Climate change is not equally felt across the globe, and neither are its longer term consequences. . . . Climate change is a threat multiplier: It contributes to economic and political instability and also worsens the effects. It propels sudden-onset disasters like floods and storms and slow-onset disasters like drought and desertification; those disasters contribute to failed crops, famine and overcrowded urban centers; those crises inflame political unrest and worsen the impacts of war, which leads to even more displacement. There is no internationally recognized legal definition for “environmental migrants” or “climate refugees,” so there is no formal reckoning of how many have left their homes because climate change has made their lives or livelihoods untenable [unsustainable]. In a 2010 Gallup World Poll, though, about 12 percent of respondents — representing a total of 500 million adults — said severe environmental problems would require them to move within the next five years. . . .

Source: Jessica Benko, “How a Warming Planet Drives Human Migration,”
New York Times Magazine, April 19, 2017 (adapted)

26. What is a direct cause of the climate issues described in this passage?

- (1) decrease in the volume of global trade
- (2) expansion of fresh water resources
- (3) surplus of funding for scientific research
- (4) increase in greenhouse gas emissions

26 ____

27. Based on this passage, which statement best describes the author’s point of view?

- (1) Climate change leads to numerous problems.
- (2) International organizations have sufficiently addressed changes to the climate.
- (3) There is no need to track people who have moved as a result of climate change.
- (4) The number of climate refugees is rapidly decreasing.

27 ____

28. What was one way the international community responded to the changes described in this passage?

- (1) discouraging the use of renewable energy resources
- (2) signing agreements such as the Kyoto Protocol
- (3) promoting the use of fossil fuels
- (4) dismantling of the World Trade Organization (WTO)

28 ____

Part II**SHORT-ANSWER CONSTRUCTED RESPONSE QUESTIONS (CRQ)**

These questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Constructed Response Question (CRQ) Set is made up of 2 documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

In developing your answers to Part II, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of something.

Short-Answer CRQ Set 1 Structure

- Question 29 uses Document 1 (Context)
 - Question 30 uses Document 2 (Source)
 - Question 31 uses Documents 1 and 2 (Relationship between documents)
-

Short-Answer CRQ Set 2 Structure

- Question 32 uses Document 1 (Context)
 - Question 33 uses Document 2 (Source)
 - Questions 34a and 34b use Documents 1 and 2 (Relationship between documents)
-

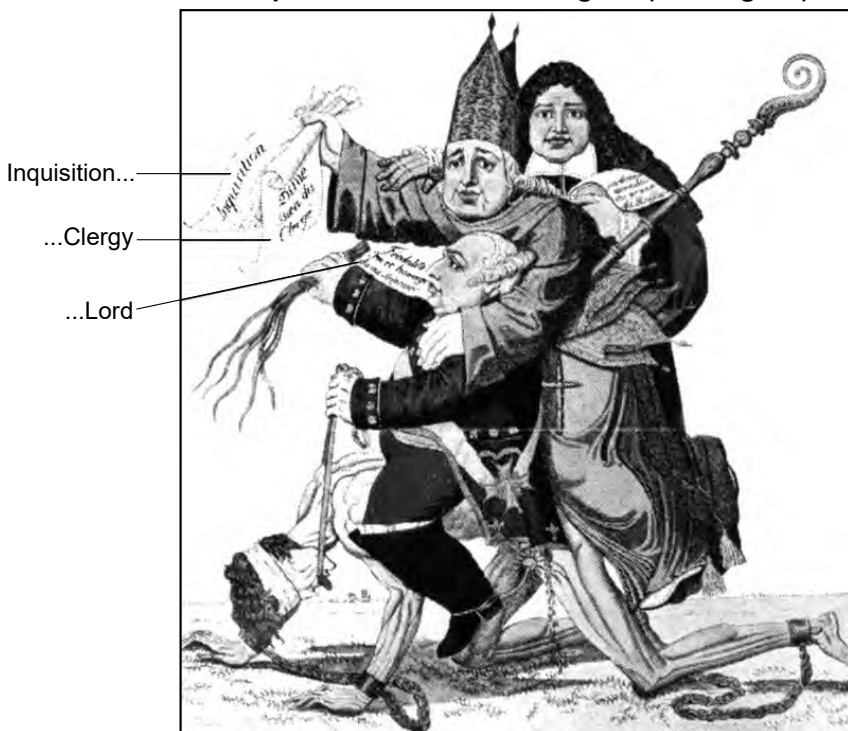
CRQ Set 1 Directions (29–31): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 29 on Document 1 below and on your knowledge of social studies.

Document 1

This illustration was created in France in 1788.

People Under the Ancien Régime (Old Regime)



Source: *The Age of Revolutions (1750-1900)*, Highsmith Press, 1996 (adapted)

29. Explain the historical circumstances that led to the situation shown in this illustration. [1]

Base your answer to question 30 on Document 2 below and on your knowledge of social studies.

Document 2

The *Declaration of the Rights of Man and of the Citizen* was written by representatives of the French people and was approved by the National Assembly of France on August 26, 1789. This document became the basis for the French Constitution of 1791.

Declaration of the Rights of Man and of the Citizen – 1789 Articles:

. . . 2. The aim of all political association is the preservation of the natural and imprescriptible [inalienable] rights of man. These rights are liberty, property, security, and resistance to oppression.

3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.

4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.

5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.

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

Source: The Avalon Project, Yale Law School online

30. Based on this excerpt, identify the National Assembly’s point of view regarding the relationship between the government and its citizens. [1]

Base your answer to question 31 on *both* Documents 1 and 2 and on your knowledge of social studies.

Cause—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.

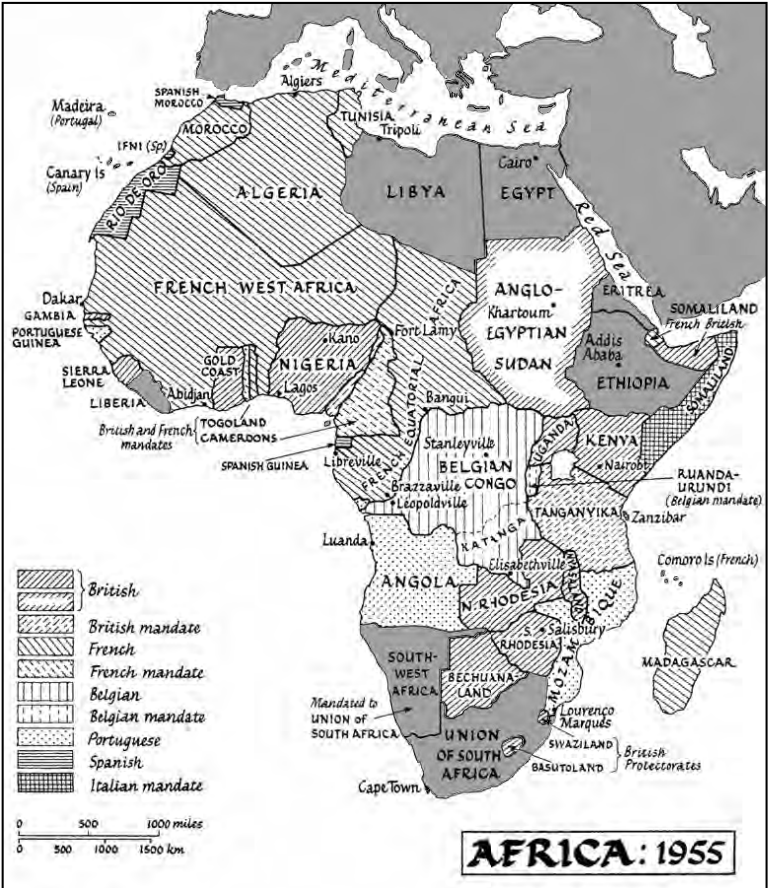
Effect—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

31. Identify *and* explain the cause-and-effect relationship between the events and/or ideas found in these documents. Be sure to use evidence from *both* Documents 1 and 2 in your response. [1]

CRQ Set 2 Directions (32–34b): Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Base your answer to question 32 on Document 1 below and on your knowledge of social studies.

Document 1



Source: Martin Meredith, *The Fate of Africa*, Public Affairs, 2011 (adapted)

Geographic Context—refers to where this historical development/event is taking place and why it is taking place there.

32. Explain the geographic context of the historical developments shown on this map. [1]

Base your answer to question 33 on Document 2 below and on your knowledge of social studies.

Document 2

At midnight on March 6, 1957, Kwame Nkrumah gave a speech at the flag ceremony, where the imperial power's flag was lowered and the flag of the new state of Ghana, previously known as the Gold Coast, was raised. In the audience were thousands of Ghanaians, representatives of foreign nations, and numerous dignitaries from Britain, including Queen Elizabeth II.

At long last the battle has ended! And thus Ghana, your beloved country, is free for ever. And here again, I want to take the opportunity to thank the chiefs and people of this country, the youth, the farmers, the women, who have so nobly fought and won this battle. Also I want to thank the valiant ex-servicemen who have so co-operated with me in this mighty task of freeing our country from foreign rule and imperialism! And as I pointed out at our Party conference at Saltpond, I made it quite clear that from now on, today, we must change our attitudes, our minds. We must realise that from now on we are no more a colonial but a free and independent people! But also, as I pointed out, that entails [requires] hard work. I am depending upon the millions of the country, the chiefs and people to help me to reshape the destiny of this country. We are prepared to make it a nation that will be respected by any nation in the world. We know we are going to have a difficult beginning but again I am relying upon your support, I am relying upon your hard work, seeing you here in your thousands, however far my eye goes. My last warning to you is that you ought to stand firm behind us so that we can prove to the world that when the African is given a chance he can show the world that he is somebody. We are not waiting; we shall no more go back to sleep any more. Today, from now on, there is a new African in the world and that new African is ready to fight his own battle and show that after all the black man is capable of managing his own affairs. We are going to demonstrate to the world, to the other nations, young as we are, that we are prepared to lay our own foundation. . . .

Source: Kwame Nkrumah, *I Speak of Freedom: A Statement of African Ideology*, Praeger, 1961

33. Explain how audience affects what Kwame Nkrumah includes in his speech, based on this passage. [1]

34a–34b. Using evidence from **both** Documents 1 and 2 and your knowledge of social studies:

- Identify a turning point associated with the historical developments related to both Documents 1 **and** 2. [1]
- Explain why the historical developments associated with these documents are considered a turning point. Be sure to use evidence from both Documents 1 **and** 2 in your response. [1]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part III
(Question 35)

ENDURING ISSUES ESSAY

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

Directions: Read and analyze each of the five documents and write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details based on your knowledge of social studies and evidence from the documents. You may use optional planing page in the front of the book if you wish.

An enduring issue is a challenge or problem that has been debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success.

Task:

- Identify **and** explain an enduring issue raised by this set of documents
- Argue why the issue you selected is significant **and** how it has endured across time

In your essay, be sure to

- Identify the enduring issue based on a historically accurate interpretation of *at least three* documents
- Explain the issue using relevant evidence from *at least three* documents
- Argue that this is a significant issue that has endured by showing:
 - How the issue has affected people or has been affected by people
 - How the issue has continued to be an issue or has changed over time
- Include relevant outside information from your knowledge of social studies

In developing your answer to Part III, be sure to keep these explanations in mind:

Identify—means to put a name to or to name.

Explain—means to make plain or understandable; to give reasons or causes of; to show the logical development or relationship of something.

Argue—means to provide a series of statements that provide evidence and reasons to support a conclusion.

Document 1

. . . The spinning of cotton into threads for weaving into cloth had traditionally taken place in the homes of textile workers. In 1769, however, Richard Arkwright patented his ‘water frame’, that allowed large-scale spinning to take place on just a single machine. This was followed shortly afterwards by James Hargreaves’ ‘spinning jenny’, which further revolutionised the process of cotton spinning.

The weaving process was similarly improved by advances in technology. Edmund Cartwright’s power loom, developed in the 1780s, allowed for the mass production of the cheap and light cloth that was desirable both in Britain and around the Empire. Steam technology would produce yet more change. Constant power was now available to drive the dazzling array of industrial machinery in textiles and other industries, which were installed up and down the country. . . .

Source: Matthew White, “The Industrial Revolution,” The British Library online, October 14, 2009

Document 2

. . . The first important economic changes in Japanese life came in communication and transportation. In both these fields the changes helped national defense as well as economic growth.

The first field to be improved was communications, which is easier to develop than transportation. In 1869 a telegraph line ran from the lighthouse outside Yokohama harbor to the center of the city. Thus the keeper could send early news of ships’ arrivals to the people who had to meet them. By 1872 telegraph lines linked Tokyo to Sapporo in the north and to Nagasaki on the west. From Nagasaki undersea cables to Shanghai and Vladivostok tied Japan to the rest of the world. In fact, the telegraph helped the imperial government crush the Satsuma rebellion in 1877. It also helped businessmen in their jobs. However, most people seldom used the telegraph, and then only for very special or urgent messages.

A new postal system grew out of the old Tokugawa system of runners between major cities. In 1871 relays of runners ran the 343 miles (about 556 kilometers) between Tokyo and Osaka in 78 hours. The next year Tokyo had mail delivery three times a day. In 1874 Japan joined the Universal Postal Union, a link to other major countries. Soon, inexpensive postcards became a favorite way of sending personal messages. By the end of Meiji, post offices handled about 33 pieces of mail each year for each Japanese individual. Quick communication had become a way of life. . . .

Source: John F. Howes, *Tradition in Transition: The Modernization of Japan*, Macmillan Publishing Co., 1975

Document 3

World War II



PORTABLE COMMUNICATIONS

Field telephones were used by Allied and Japanese soldiers to keep in contact with their commanders and the rest of their unit. The speed of the Japanese advance across Southeast Asia and the Pacific meant that troops needed efficient communications to inform headquarters of their progress, and on the whereabouts of the enemy.

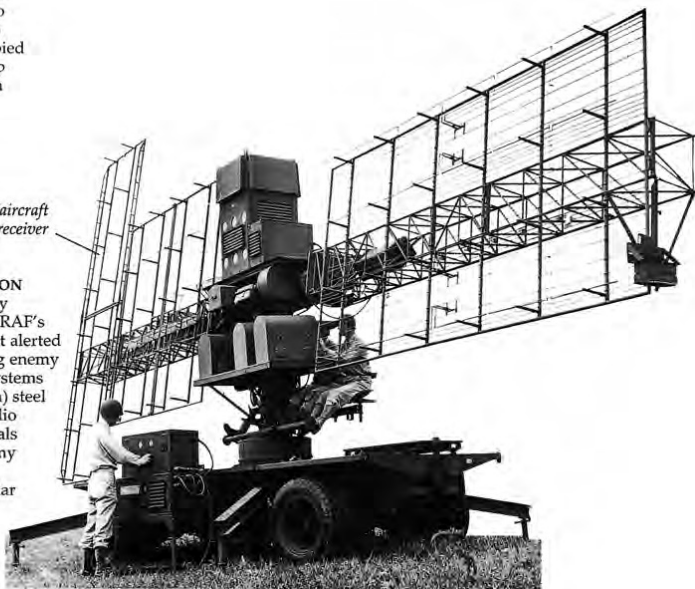
SECRET RADIO

Hidden in a tin, this radio was used by a Dutch family to listen to the BBC (British Broadcasting Corporation). Broadcasts included general war news, messages from the exiled Dutch royals, and coded messages to secret agents. Owning a radio was forbidden in many occupied countries, but that did not stop people from making their own and using them in secret.

Mobile anti-aircraft radar receiver

ENEMY DETECTION

Radar was hugely important to the RAF's success because it alerted them to incoming enemy aircraft. Radar systems used 300-ft (90-m) steel masts to emit radio signals. The signals bounced off enemy planes and were picked up by radar receivers. This alerted pilots to scramble into the air to resume battle.



Source: Simon Adams, *Eyewitness Books: World War II*, Dorling Kindersley

Document 4

The Golden Quadrilateral is a 3,633-mile expressway designed to link India's four largest cities. The project was launched in 2001.

... Announced in 1998 by then Prime Minister Atal B. Vajpayee, who is credited with giving the project its grandiose [impressive] name, the Golden Quadrilateral is exceeded in scale only by the national railway system built by the British in the 1850s. For decades after its 1947 independence, India practiced a kind of South Asian socialism in keeping with the idealism of its founders, Gandhi and Nehru, and its economy eventually stalled. In the 1990s the country began opening its markets to foreign investment, led by a pro-growth government and staffed by an army of young go-getters who speak excellent English and work for a fraction of the wages paid in the West. Yet India's leaders realized their decrepit [decaying] highways could hobble the country in its race toward modernization. "Our roads don't have a few potholes," Prime Minister Vajpayee complained to aides in the mid-1990s. "Our potholes have a few roads." . . .

It's not unusual, on a six-lane superhighway, to find oxcarts, water buffalo, motorcycles, and the occasional line of trucks and cars coming straight at you, in your lane, driving the wrong way because it's shorter or easier or perhaps because they're confused. Goats graze the median strip, and traffic is often held up by sacred cows, the only users of the highway that seem oblivious to the danger flying around like shrapnel. . . .

Source: Don Belt, "Fast Lane to the Future," *National Geographic*, October 2008

Document 5**The Middle East: Worries about privacy—a concern of the elite**

... In many Middle Eastern countries, most people can't afford a computer, let alone access to the Internet, so the security and privacy of information is generally not a concern. Some, however, who have access to this technology—primarily citizens of oil-rich countries—are perturbed [upset] about the security of their personal information when using the Internet. Social networks such as *Facebook* and *MySpace* are growing in popularity with young people in the region, although they are banned in some countries, such as Syria. Privacy, however, is tenuous [questionable]; it is generally a risky proposition to challenge unauthorized governmental intrusion into one's computer.

Although the Egyptian interior ministry in July 2002 formed a specialized unit to combat Internet-related crimes, offenders are primarily punished according to the country's laws governing communications and the protection of intellectual property. That is the situation in most Middle Eastern countries.

There is very limited use of biometric security* in Middle Eastern countries, although some airports, including Israel's Ben-Gurion Airport, have for years used iris-scanning biometrics to verify the identities of employees and passengers.

Source: Larry Greenemeier, "International Report: What Impact Is Technology Having on Privacy around the World?," *Scientific American* online, August 18, 2008

* Biometric security uses devices to measure unique characteristics of a person, such as voice pattern, the iris or retina pattern of the eye, or fingerprint patterns.