



Practice Test 2

Completely darken bubbles with a No. 2 pencil. If you make a mistake, be sure to erase mark completely. Erase all stray marks.

1.

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IMPORTANT: Please fill in these boxes exactly as shown on the back cover of your test book.

2. TEST FORM

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The
Princeton
Review®

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The Exam

AP[®] World History: Modern Exam

SECTION I, PART A: Multiple Choice

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.**At a Glance****Time**

55 minutes

Number of Questions

55

Percent of Total Score

40%

Writing Instrument

Pencil required

Instructions

Section I, Part A of this exam contains 55 multiple-choice questions. Fill in only the ovals for numbers 1 through 55 on your answer sheet.

Indicate all of your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, completely fill in the corresponding oval on the answer sheet. Give only one answer to each question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample Question

Chicago is a
 (A) state
 (B) city
 (C) country
 (D) continent

Sample Answer

(A) ☒ (C) ☐ (D) ☐

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

SECTION I, PART B: Short Answer

At a Glance**Time**

40 minutes

Number of Questions

3 (Questions 1 and 2 are required. Then, choose EITHER Question 3 or Question 4.)

Percent of Total Score

20%

Writing Instrument

Pen with black or dark blue ink

Instructions

Section I, Part B of this exam consists of 4 short-answer questions, of which you will answer 3. Answer all parts of Questions 1 and 2, and then choose to answer EITHER Question 3 or Question 4. Write your responses on a separate sheet of paper.

After the exam, you must apply the label that corresponds to the last short-essay question you answered—Question 3 or 4. For example, if you answered Question 3, apply the label 3. Failure to do so may delay your score.

WORLD HISTORY: MODERN

Section I, Part A

Time—55 minutes

55 Questions

Directions: Each of the questions or incomplete statements below is followed by either four suggested answers or completions. Select the one that is best in each case and then fill in the appropriate letter in the corresponding space on the answer sheet.

Questions 1–4 refer to the passage below.

"I, Matilda, countess of Nevers make known to all who shall see this present letter, that I have sworn upon the sacred gospels to my dearest lord, Philip, by the grace of God, the illustrious king of France, that I will do to him good and faithful service against all living men and women, and that I will not marry except by his will and grace. For keeping these agreements firmly I have given pledges to the same lord king from my men whom I had with me, on their oaths, in this wise, that if I should fail to keep the said agreements with the lord king, (though this shall not be), these are held to come to the lord king with all their lands and fiefs which are held from me, and shall take their oaths to him against me until it shall have been made good to him to his satisfaction."

Source: Thatcher, Oliver J. *The Library of Original Sources*. Vol. 4. New York: University Research Extension, 1907. "Acknowledgment of King's Authority over Vassal's Marriage (1221)." *Daily Life through History*, ABC-CLIO, 2019, dailylife.abc-clio.com/Search/Display/1845313. Accessed 2 Apr. 2019.

A French vassal's oath to the king (1221)

1. A historian would most likely use this oath to illustrate which of the following?
 - (A) The centrality of papal control in France
 - (B) A transfer of monarchical power toward parliamentary rule
 - (C) Increased women's rights during the High Middle Ages
 - (D) A strict hierarchical social structure in 13th century France
2. Which of the following changes to women's role in society occurred as Europe's economy became less feudal and more urban?
 - (A) Women experienced fewer freedoms.
 - (B) A more agricultural economy emerged, allowing for more equal contributions about the sexes.
 - (C) Women were welcome to participate fully in economic matters.
 - (D) The increased wealth led to the softening of social restrictions previously placed on women.
3. Incan and Aztec women differed from women in Feudal Europe in which of the following ways?
 - (A) Women in Incan and Aztec civilizations were not fully accepted as community members.
 - (B) Both Incan and Aztec women were able to hold political positions.
 - (C) Incan and Aztec women had more property rights and could participate in commerce.
 - (D) Women in Feudal Europe held religious leadership roles, while Aztec and Incan women were prohibited from religious ceremonies.
4. The views expressed in the excerpt are best seen as evidence of which of the following in French society?
 - (A) The king's ability to officiate weddings between vassals
 - (B) A lack of women's property rights
 - (C) The freedom for women to marry as they wish
 - (D) The increased power granted to women of higher social classes

GO ON TO THE NEXT PAGE.

Questions 5–8 refer to the passage below.

"In the island, which I have said before was called *Hispana*, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless one should see them. In it the trees, pasture-lands and fruits different much from those of Juana. Besides, this *Hispana* abounds in various kinds of species, gold and metals. The inhabitants . . . are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror."

Christopher Columbus's 1493 report of his first voyage

5. Which of the following was an important direct effect on Spain of the experience reflected in the passage?
 - (A) Spain was able to lay claim to the entirety of the American continents.
 - (B) Spain enriched itself by selling the newly discovered territories to other European powers.
 - (C) Spain engaged in overseas battles with multiple European countries to retain control over the New World.
 - (D) Spain began a process of conquest of territories in the Western Hemisphere.
6. Ideas similar to those expressed in the passage have directly contributed to the development of which of the following aspects of European exploration?
 - (A) The need to "civilize" native populations through education and the indoctrination of Christianity
 - (B) The need to develop allies in the Western Hemisphere for military strategy
 - (C) Wealthy states, in hopes of controlling previously untapped natural resources, giving financial backing to explorers
 - (D) Competition among European countries to develop a worldwide empire
7. All of the following statements are factually accurate. Which most likely explains Columbus's view of the inhabitants in the passage?
 - (A) People on the island depended upon an agriculturally based economy.
 - (B) The native population had less developed technology.
 - (C) Residents of the island were currently engaged in warfare with residents of another nearby island.
 - (D) Inhabitants of the island lived within one of two primary social classes.
8. Which of the following could be best inferred about Columbus's opinion of the island based on the excerpt?
 - (A) Columbus felt that there were untapped resources to be further explored.
 - (B) Columbus viewed an attempted conquest of the island as potentially dangerous.
 - (C) Columbus wished to form an alliance with the inhabitants of the island.
 - (D) Columbus saw little use for further investigation of the island.

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Questions 9–12 refer to the passage below.

"As to the countries of the barbarians on all sides that send tribute to Court, on the east is Korea; on the southeast, Liu-ch'iu and Sulu; on the south, Annam and Siam; on the southwest, Western Ocean, Burma, and Laos. All send officers as envoys to come to Court and present tributary memorials and pay tribute.

As to tribute objects, in each case, they should send the products of the soil of the country. Things that are not locally produced are not to be presented."

[From the 1764 *Ch'ien-lung edition of the Statutes* in John K. Fairbank and Ssu-yu Teng, *Ch'ing Administration: Three Studies* (Cambridge: Harvard University Press, 1960), pp. 170-73. Copyright © 1960 by the Harvard-Yenching Institute.

Excerpt from the rules and protocols governing the tributary missions developed by the Qing government (1764)

9. Which of the following factors contributed the most to China's ability to make the demands outlined in the excerpt?
 - (A) A stagnation in Chinese innovation that led to a dependence upon the tributes of foreign countries
 - (B) China's centrality to Confucian culture
 - (C) The supremacy of China's scientific and technological developments
 - (D) China's militaristic dominance
10. Which of the following could be best inferred about China's economic needs?
 - (A) Chinese soil was largely inferior to that of more economically advanced nations.
 - (B) China's command economy looked toward foreign goods to keep up with the pace of its population growth.
 - (C) China was self-sufficient and therefore only desired goods found outside its borders.
 - (D) China was destitute and therefore demanded natural resources from as many regions as possible.
11. Which of the following was an important continuity underlying China's relationship with its closest neighbors?
 - (A) Chinese emperors and foreign leaders expressed their mutual respect for one another through an equal, mutually beneficial exchange of gifts.
 - (B) The interchange of gifts and goods into and out of China led to the spread of foreign culture into China and Chinese culture and religion outside of its borders.
 - (C) The tribute system enabled China's only method for maintaining contact with foreign lands.
 - (D) A constant state of conflict between China and its neighbors fostered economic and cultural stagnations throughout much of East Asia.
12. Which of the following best describes Qing China's interactions with more distant countries, particularly those in Europe?
 - (A) With the exception of some minor trade, the Qing sought to remain insular from European influence.
 - (B) Widespread exploration and interactions with Europe were spurred by Chinese interests in foreign technologies.
 - (C) It was a strict policy of the Qing emperors to have absolutely no contact with European countries.
 - (D) Qing emperors attempted to force even very distant countries into becoming vassal states.

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Questions 13–17 refer to the passage below.

"Sunday, the 10th of May, dawned in peace and happiness. The early morning service, at the Cantoment Church, saw many assembled together, some never to meet on earth again. The day passed in quiet happiness; no thought of danger disturbed the serenity of that happy home. Alas! how differently closed the Sabbath which dawned so tranquilly. We were on the point of going to the evening service, when the disturbance commenced on the Native Parade ground. Shots and volumes of smoke told of what was going on: our servants begged us not to show ourselves, and urged the necessity of closing our doors, as the mob were approaching. Mr. Greathed [her husband], after loading his arms, took me to the terrace on the top of the house; two of our countrywomen also took refuge with us to escape from the bullets of the rebels. Just at this moment, Mr. Gough, of the 3rd Cavalry, galloped full speed up to the house. He had dashed through the mutinous troops, fired at on all sides, to come and give us notice of the danger. The nephew of the Afghan Chieftain, Jan Fishan, also came for the same purpose, and was, I regret to say, wounded by a Sepoy."

Elisa Greathed, "Introduction," in *Letters Written During the Siege of Delhi* by H. H. Greathed, Esq., Late of the Bengal Civil Service, Commissioner and Political Agent of Delhi, edited by his widow. (London: Longman, Brown, Green, Longmans, & Roberts, 1858)

British citizen Elisa Greathed's description of the start of the Indian mutiny at Meerut in 1857

13. Which of the following was an immediate consequence of the incident described in the excerpt?
 - (A) The East India Company expanded its political control of India.
 - (B) The Indian subcontinent was liberated.
 - (C) The Mughal emperor was deposed.
 - (D) The East India Company began to use Sepoys as their own soldiers.
14. The Sepoys mentioned in this passage are best understood to be which of the following?
 - (A) Indian Muslims in rebellion against the East India Company
 - (B) Indians loyal to the British crown
 - (C) Hindu soldiers taken prisoner by the British army
 - (D) Indians employed by European companies
15. A historian would most likely use this passage to illustrate which of the following?
 - (A) An event that directly led to the end of British occupation of India
 - (B) The complex relationships between Sepoys and British citizens
 - (C) The power struggle between Hindus and Muslims in 19th century India
 - (D) An example of an objective account of a rebellion
16. Which of the following best describes the British response to the rebellion described in the passage?
 - (A) The British parliament invested more resources into the defense of the East India Company.
 - (B) Great Britain took governing powers over India away from the East India Company.
 - (C) The monarchy created a military alliance with Bahadur Shah II to suppress further rebellions.
 - (D) Parliament ordered the immediate removal of all British commercial interests from India.
17. The relationship between Great Britain and the Sepoys was most similar to which of the following relationships?
 - (A) The relationship between the German Confederation and Junkers
 - (B) The relationship between the khans and Mongol infantries
 - (C) The relationship between the Meiji emperor and the samurai
 - (D) The relationship between the Ottoman Turks and the Janissaries

GO ON TO THE NEXT PAGE.

Questions 18-20 refer to the image below.

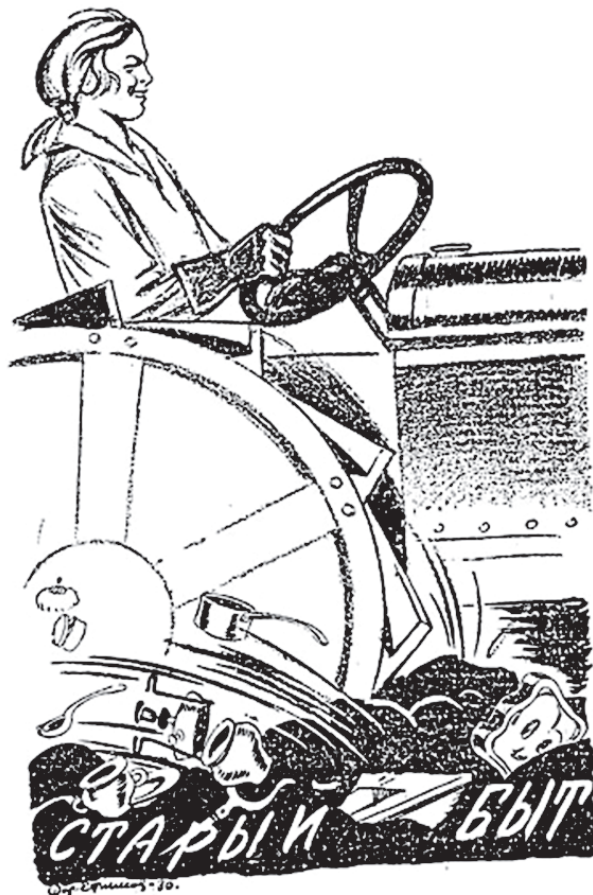


Image captioned “Old Way of Life” published in Soviet Newspaper *Izvestiia* on International Women’s Day, March 8, 1930.

18. Which of the following best explains the central purpose of the image?
- (A) To convince women that the Soviet system will liberate them from their narrow domestic roles
 - (B) To persuade the Soviet government to increase agricultural funding
 - (C) To demonstrate the success of the Five Year Plan to foreign governments
 - (D) To rebel against government policies that discriminate against women
19. This image can best be understood in the context of which of the following?
- (A) The collectivization of farms
 - (B) The Great Purge
 - (C) The New Economic Policy
 - (D) The Russian Revolution
20. The sentiment conveyed in the image contrasts with the reality of Stalin’s Five Year Plan in which of the following ways?
- (A) Agricultural roles were primarily granted to women even before the Five Year Plan.
 - (B) The Five Year Plan was met with resistance from many rural Russians.
 - (C) Women were forbidden from agricultural work under the Five Year Plan.
 - (D) The Five Year Plan only focused on industrial growth and not agricultural advancement.

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Questions 21–24 refer to the passage below.

“Al-Zawawi also said ‘This sultan Musa told me that at a town...he has a copper mine from which ingots are brought to [another town]. ‘There is nothing in my kingdom, Musa said, on which a duty is levied except this crude copper which is brought in. Duty is collected on this and on nothing else. We send it to the land of the pagan Sudan and sell it for two-thirds of its weight in gold, so that we sell 100 measures of this copper for 66 $\frac{2}{3}$ measures of gold.’ He also stated that there are pagan nations in his kingdom from whom he does not collect the tribute (jizya) but whom he simply employs in extracting the gold from its deposits. The gold is extracted by digging pits about a man’s height in depth and the gold is found embedded in the sides of the pits or sometimes collected at the bottom of them.”

From N. Levtzion & J.F.P. Hopkins, eds. *Corpus of Early Arabic Sources for West African History*. Cambridge University Press, 1981. Reprinted with permission of Cambridge University Press.

Al’ Umari, Arab historian, circa 1300–1384

21. Based on the passage and your knowledge of world history, Mansa Musa’s assertion about the lack of duties levied on goods in his kingdom most strongly reflects which of the following about the kingdom of Mali?
 - (A) Mali’s wealth came in large part from its exploitation of minerals.
 - (B) Mali’s wealth came in large part from its conquest of pagan neighbors.
 - (C) Mali’s wealth came in large part from large agricultural estates.
 - (D) Mali’s wealth came in large part from the exploitation of the slave trade.
22. Which of the following best accounts for the spread of Islam to the lands of the kingdom of Mali?
 - (A) Muslim missionaries who came from Southern Africa
 - (B) Trade contacts who came from the north across the Sahara
 - (C) Berber armies who conquered the former kingdom of Ghana
 - (D) Pressure from Christian Ethiopia caused the king of Mali to seek Muslim allies
23. Which of the following inferences is most supported by the discussion of copper and gold in the passage?
 - (A) Mali was able to forge advanced bronze tools from its mineral resources.
 - (B) International trade with sub-Saharan Africa involved the exchange of mineral resources.
 - (C) The jizya could only be collected on unbelievers who had minerals to exploit.
 - (D) Mali’s relatively advanced mining technologies accounted for its mineral wealth.
24. Which of the following statements about the period 600–1450 C.E. is supported by the passage?
 - (A) Religions were often spread through warfare during the period.
 - (B) International trade connections were still being developed in the period.
 - (C) Diseases spread along trade routes.
 - (D) Nomadic migrations created powerful empires during the period.

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Questions 25–28 refer to the passage below.

“At least one of the [world’s] societies would have to somehow enormously increase its productivity [in order to achieve global hegemony]. That quantum jump would have to be made *before* the various scientific, technological, agricultural, and industrial revolutions on which our post-quantum-leap world rests. It could only be accomplished by exploiting the ecosystems, mineral resources, and human assets of whole continents outside the lands of the society making the jump. Western Europe did just that by means of its brutality and guns and, more important, by geographical and ecological luck.”

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Alfred Crosby, historian, *Ecological Imperialism*, 2004

25. Crosby’s argument in the passage is most likely a response to which of the following developments of the period 1450–1750 C.E.?
- (A) The development of direct trade links between Western Europe and India
 - (B) The beginning of the Industrial Revolution
 - (C) The colonization of North and South America by Western Europeans
 - (D) The increasing development of seafaring technologies
26. Which of the following would best support the author’s assertion regarding the “quantum jump” that would help Western Europe achieve global hegemony between 1450 and 1750 C.E.?
- (A) The colonization of the interior of Africa
 - (B) The conquest of the Aztec Empire
 - (C) The reformation of Catholic Christianity
 - (D) The isolationism of Tokugawa Japan
27. Based on your knowledge of world history, which of the following contributed LEAST to Western European global hegemony between 1450 and 1750 C.E.?
- (A) The exchange of food sources between the Americas and Europe
 - (B) Refinement of gunpowder technologies
 - (C) The development and application of steam-powered technologies
 - (D) The implementation of joint-stock companies
28. The “quantum jump” mentioned in the passage most directly contributed to which of the following developments in the period 1450–1750 C.E.?
- (A) A breakdown in trade routes through the collapse of the established state structure
 - (B) An increase in the population of the world through more plentiful supplies of food
 - (C) The spread of Chinese and Indian belief systems across the world
 - (D) An increase in social unrest

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Questions 29–33 refer to the passage below.

“Thereupon it was declared by the above-mentioned representatives of the aforesaid King and Queen of Castile, Leon, Aragon, Sicily, Granada, etc., and of the aforesaid King of Portugal and the Algarves, etc.:

[I.] That, whereas a certain controversy exists between the said lords, their constituents, as to what lands, of all those discovered in the ocean sea up to the present day, the date of this treaty, pertain to each one of the said parts respectively; therefore, for the sake of peace and concord, and for the preservation of the relationship and love of the said King of Portugal for the said King and Queen of Castile, Aragon, etc., it being the pleasure of their Highnesses, they, their said representatives, acting in their name and by virtue of their powers herein described, covenanted and agreed that a boundary or straight line be determined and drawn north and south, from pole to pole, on the said ocean sea, from the Arctic to the Antarctic pole. This boundary or line shall be drawn straight, as aforesaid, at a distance of three hundred and seventy leagues west of the Cape Verde Islands, being calculated by degrees, or by any other manner as may be considered the best and readiest, provided the distance shall be no greater than abovesaid. And all lands, both islands and mainlands, found and discovered already, or to be found and discovered hereafter, by the said King of Portugal and by his vessels on this side of the said line and bound determined as above, toward the east, in either north or south latitude, on the eastern side of the said bound provided the said bound is not crossed, shall belong to, and remain in the possession of, and pertain forever to, the said King of Portugal and his successors. And all other lands, both islands and mainlands, found or to be found hereafter, discovered or to be discovered hereafter, which have been discovered or shall be discovered by the said King and Queen of Castile, Aragon, etc., and by their vessels, on the western side of the said bound, determined as above, after having passed the said bound toward the west, in either its north or south latitude, shall belong to, and remain in the possession of, and pertain forever to, the said King and Queen of Castile, Leon, etc., and to their successors.”

Treaty of Tordesillas between Spain and Portugal, 1494

29. Which of the following historical developments provides the best context for the treaty?
 - (A) European maritime exploration
 - (B) European engagement in the African slave trade
 - (C) The Scientific Revolution
 - (D) The Protestant Reformation
30. Which of the following inferences best explains the reason the King of Portugal insisted on Portuguese control of territory east of the demarcation line?
 - (A) Portuguese explorers were convinced that the route to the New World was easier traveled by going east.
 - (B) The Portuguese desired to continue the crusades against the Mamelukes who controlled the Holy Land.
 - (C) The Portuguese desired control of the wealthy lands of Mexico.
 - (D) The Portuguese knew of a route to India via the Cape of Good Hope in the south of Africa.
31. Which of the following inferences best explains the reason the King and Queen of Castile and Aragon insisted on Spanish control of territory west of the demarcation line?
 - (A) The Spanish desired to convert the Barbary states to Catholicism.
 - (B) The Spanish believed Portugal did not know about their discovery of the New World.
 - (C) The Spanish wanted to preserve the independence of Native states in the New World as a buffer against Portuguese expansion.
 - (D) The Spanish thought India would be harder to conquer than the New World.

GO ON TO THE NEXT PAGE.

32. The treaty provides evidence for which of the following historical developments?
- (A) Monarchs were involved in and interested in voyages of discovery.
 - (B) Joint-stock companies sponsored colonization efforts in the western and eastern hemispheres.
 - (C) Trade of guns and slaves between Europe and sub-Saharan Africa.
 - (D) The Scientific Revolution and the discovery of heliocentricity.
33. Which of the following technologies most directly caused the treaty to be signed?
- (A) Gunpowder weapons
 - (B) The compass
 - (C) Steel
 - (D) Germ Theory

GO ON TO THE NEXT PAGE.

Questions 34–38 refer to the passage below.

“When the Portuguese go from Macao in China to Japan, they carry much white silk, gold, musk, and porcelain: and they bring from Japan nothing but silver. They have a great carrack which goes there every year and she brings from there every year about six hundred coins: and all this silver of Japan, and two hundred thousand coins more in silver which they bring yearly out of India, they employ to their great advantage in China: and they bring from there gold, musk, silk, copper, porcelains, and many other things very costly and gilded.

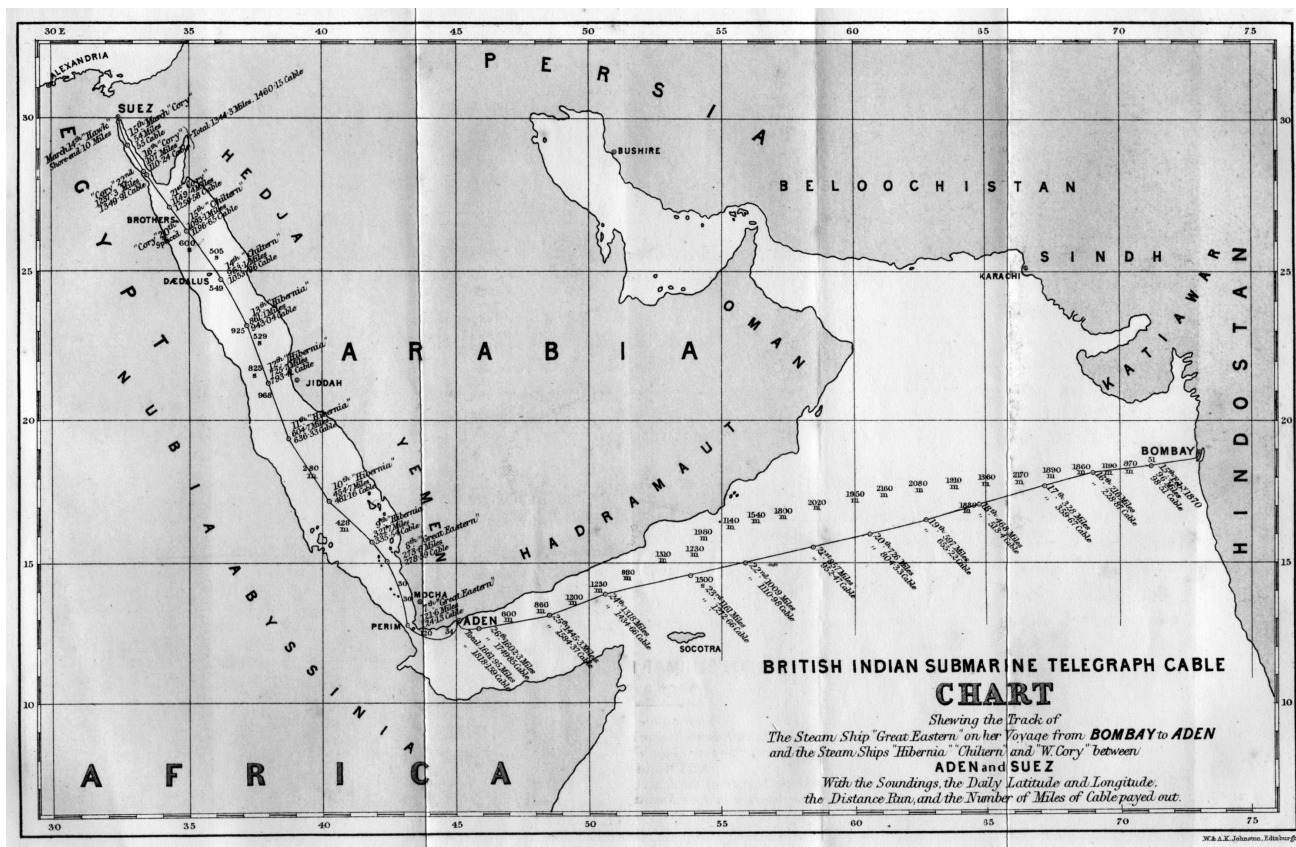
When the Portuguese come to Canton in China to traffic, they must remain there but certain days: and when they come in at the gate of the city, they must enter their names in a book, and when they go out at night they must put out their names. They may not lie in the town all night, but must lie in their boats outside of the town. And, their time expired, if any man remains there, he is imprisoned.”

Ralph Fitch, an account of his travels to the Far East, 1599 C.E.

34. The description of the route Portuguese sailors took in the first paragraph most directly supports which of the following historical developments?
 - (A) Chinese merchants' domination of East Asian trade
 - (B) Competition between Dutch and Portuguese traders for markets in Japan
 - (C) European participation in East Asian trade patterns
 - (D) Jesuit missionary work in Japan and China
35. In addition to the sources of silver mentioned in the first paragraph, the greatest volume of additional silver came to China from which of the following regions?
 - (A) Central Asia
 - (B) Europe
 - (C) The Middle East
 - (D) The New World
36. The description in the second paragraph of the procedures that Portuguese and other foreigners followed when trading in China supports which of the following inferences about trade policy in the later Ming Dynasty?
 - (A) The Ming Dynasty was very supportive of and welcoming to all commercial enterprise.
 - (B) The Ming Dynasty sought to regulate trade strictly to limit contact with foreigners and ease collection of taxes.
 - (C) The Ming Dynasty was too busy battling pirates along its coast to pay any attention to regular merchant activity.
 - (D) The Ming Dynasty only allowed Portugal to trade with China through Canton, permitting only one boat a year.
37. Which of the following developments from the period 1750–1900 C.E. most directly undid the trade patterns mentioned in the first paragraph?
 - (A) The discovery of certain goods that the Chinese were interested in purchasing from European merchants
 - (B) Enlightenment revolutions in Europe and the Americas
 - (C) The Industrial Revolution
 - (D) The colonization of Africa
38. Which of the following developments from the period 1450–1750 C.E. most directly undid the trade patterns mentioned in the first paragraph?
 - (A) The eastward expansion of Russia
 - (B) The Portuguese conquest of India
 - (C) The establishment of the Tokugawa Shogunate
 - (D) The Spanish conquest of Mexico

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Questions 39–42 refer to the map below.



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Map of British undersea telegraph cable, circa 1870

39. Based on the map and your knowledge of world history, which of the following likely accounts for the western-most end of the cable in Egypt?
- (A) The Suez Canal was a strategic outpost for communications with Europe.
 - (B) The French garrison in Egypt needed to communicate with the British in India.
 - (C) The Ottoman Empire demanded that the cable from India be built through Egypt.
 - (D) The Italian investors in the undersea cable instructed that the cable go through the Italian colonies in Egypt.
40. Technologies like the telegraph cable depicted in the map above had which of the following effects on empires in the period 1750–1900 C.E.?
- (A) Empires were slow to take up advanced communications technologies until the end of the nineteenth century and did not benefit much from them.
 - (B) Empires were able to grow much larger as messages and information could travel at very rapid speeds.
 - (C) Empires only used technology like telegraph cables for military purposes, as they were too expensive for daily public use.
 - (D) Empires found expansion more difficult as communications technologies like the telegraph diffused quickly all over the world.

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41. Which of the following best characterizes this area of the Indian Ocean in the period 600–1450 C.E.?
- (A) Roman and Persian merchants competed with one another over the trade coming to and from India.
 - (B) Arab merchants dominated the Indian Ocean region for the entire period.
 - (C) Indian merchants founded enclaves in Persia and Egypt.
 - (D) Mongol traders facilitated the development of seaborne trade to carry the produce of Central Asia.
42. Based on the map and your knowledge of world history, which of the following best characterizes British involvement in the Indian Ocean between 1750–1900 C.E.?
- (A) The British constructed an undersea cable connecting India to Arabia to facilitate communications among the Islamic world.
 - (B) The British invested in strategic infrastructure and occupied territories in order to protect their interests in the region.
 - (C) The British dominated the entire Indian Ocean region by virtue of their powerful navy.
 - (D) The British largely left existing powers in control of their domains, content to monopolize trade in the region.

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Questions 43–46 refer to the tables below.

**MANUFACTURING AS A PERCENTAGE OF GROSS
DOMESTIC PRODUCT (GDP)**

Table 1

	Argentina	Brazil	Chile	Colombia	Mexico
1945	24.7	17.2	23.1	10.5	19.1

Table 2

	Argentina	Brazil	Chile	Colombia	Mexico
1980	24.7	30.2	22.3	18.2	24.1

43. Which of the following conclusions is best supported by the data in Table 1?
- (A) Latin American societies had to import vast quantities of industrial materials from abroad to satisfy internal demand.
 - (B) Participation in World War II did not impact Latin American industrial capacity as much as it did North American.
 - (C) Trade with the United States turned Latin American states into producers of raw materials.
 - (D) Industrialization had not taken firm root in Latin American economies by 1945.
44. A historian researching the economic history of Latin America from 1900 to the present day would most likely find the two tables useful as a source of information about which of the following?
- (A) The successful industrialization of Latin America over the course of the twentieth century
 - (B) The impact of Cold War politics on Latin American economic development
 - (C) The relative effectiveness of import substitution industrialization strategies in Latin America
 - (D) The spread of industrial technologies across Latin America between 1945 and 1980
45. The data presented in the two tables best support which of the following comparative comments about Latin American manufacturing between 1945 and 1980?
- (A) Argentina's economy did not grow between 1945 and 1980.
 - (B) Brazil had the wealthiest economy among the countries listed in the tables by 1980.
 - (C) Colombia's rate of urbanization almost doubled between 1945 and 1980.
 - (D) Industrial production remained a less significant economic activity across Latin America than other economic activities.
46. Which of the following from the period 1450–1750 C.E. best explains the relatively under-industrialized nature of Latin American economies in the twentieth century?
- (A) The policies of mercantilism followed by the colonial powers
 - (B) The focus on the exploitation of precious metals in Mexico and Brazil
 - (C) The demographic collapse endured by the population of Latin America after the arrival of Europeans
 - (D) The weakness of haciendas and other plantation-based elites in the administration of Latin America

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Questions 47–51 refer to the passage below.

“The spontaneous forces of capitalism have been steadily growing in the countryside in recent years, with new rich peasants springing up everywhere and many well-to-do middle peasants striving to become rich peasants. On the other hand, many poor peasants are still living in poverty for lack of sufficient means of production, with some in debt and others selling or renting out their land. If this tendency goes unchecked, the polarization in the countryside will inevitably be aggravated day by day. Those peasants who lose their land and those who remain in poverty will complain that we are doing nothing to save them from ruin or to help them overcome their difficulties. Nor will the well-to-do middle peasants who are heading in the capitalist direction be pleased with us, for we shall never be able to satisfy their demands unless we intend to take the capitalist road. Can the worker-peasant alliance continue to stand in these circumstances? Obviously not! There is no solution to this problem except on a new basis. And that means to bring about, step by step, the socialist transformation of the whole of agriculture simultaneously with the gradual realization of socialist industrialization and the socialist transformation of handicrafts and capitalist industry and commerce; in other words, it means to carry out co-operation and eliminate the rich-peasant economy and the individual economy in the countryside so that all the rural people will become increasingly well off together. We maintain that this is the only way to consolidate the worker-peasant alliance.”

Mao Zedong, *On the Question of Agricultural Co-operation*, 1955

47. Mao’s quotation is best understood in the context of which of the following?
 - (A) Governments in communist countries implementing liberal political and economic reforms to mitigate social unrest
 - (B) Governments promoting collectivization of the land to reduce inequality between sectors of the population
 - (C) Governments promoting policies intended to hasten industrialization
 - (D) Governments promoting capitalist policies to reduce inequality between sectors of the population
48. The developments described in the speech regarding the cooperation of the peasant economy contributed most directly to which of the following global processes?
 - (A) The decline of Chinese influence in Asia and globally
 - (B) The expansion of multinational corporations and globalization
 - (C) The decline of Soviet-style communism and the rise of Maoism
 - (D) The Green Revolution and development of more efficient agricultural techniques
49. Which of the following best explains Mao’s concept of the “socialist transformation of the whole of agriculture” in China?
 - (A) Agriculture fueled industrialization in cities as excess labor flowed from the countryside to urban centers.
 - (B) Agricultural surpluses allowed the state to invest more heavily in modernizing agricultural production.
 - (C) Agricultural efficiency reduced prices of basic commodities, raising the standard of living across the whole of China.
 - (D) Agriculture was collectivized, with the result that entire communities shared fields instead of individuals owning the land as private property.

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50. Mao's view of the cooperation of peasant labor most directly reflects the influence of which of the following?
- (A) The ideals of communism as stated by Joseph Stalin
 - (B) The ideals of the Enlightenment as stated by political revolutionaries such as Maximilian Robespierre
 - (C) The ideals of classical liberalism as stated by Adam Smith
 - (D) The ideals of globalization as evidenced by multinational trade blocs such as NAFTA or the European Union
51. Which of the following later developments would most undermine the hopes expressed by Mao in the second-to-last line of the passage?
- (A) The development of special economic zones along the Chinese coast brought economic growth to China.
 - (B) Political friction with the Soviet Union pushed China into the orbit of the United States during the Cold War.
 - (C) The cooperatives of peasants on the farmland and an emphasis on countryside steel production brought famine and poverty to the Chinese peasantry.
 - (D) Opposition voices in the Communist Party led by men such as Deng Xiaopeng were rooted out and silenced during the Cultural Revolution.

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Questions 52–55 refer to the passage below.

“This government represents a regime, whose leader and his father were illegally in power. This government is therefore illegal...How can anyone appointed by the Shah be legal? We are telling all of them that they are illegal and they should go. We hereby announce that this government, which has presented itself as a legal government is in fact illegal. Even the members of this government before accepting to be ministers, were considering the whole establishment to be illegal...Only America is backing him and has ordered the army to support him. Britain has backed him too and had said that he must be supported. If one were to search among the nation, one would not find a single person among all strata of the nation, who accepts this man, but he is saying that one country cannot have two governments. Well of course, it is clear that this country does not have two governments and in any case, the illegal government should go.”

From Arshin Adib-Moghaddam, *Psychonationalism: Global Thought, Iranian Imaginations*. Cambridge University Press, 2017.

Ayatollah Khomeini, addressing the subject of the shah of Iran, 1979

- | | |
|---|--|
| <p>52. Which of the following provides the best context for this passage?</p> <ul style="list-style-type: none"> (A) The Industrial Revolution (B) Decolonization (C) Regional Free Trade Associations (D) Autarky <p>53. Which of the following is referenced by the mention of “America”?</p> <ul style="list-style-type: none"> (A) Iranian revolutionaries appeal for a western ally (B) Opposition to transnational trade agreements (C) Tacit approval of the Iranian military (D) Western support for the shah | <p>54. Which of the following most directly resulted from the existence of “two governments”?</p> <ul style="list-style-type: none"> (A) A nationalist revolution that deposed the shah (B) A reform movement that yielded a democratic constitution (C) Popular denunciation of the Ayatollah (D) The emergence of the Iran-Iraq War <p>55. Which of the following most inspired this speech?</p> <ul style="list-style-type: none"> (A) Fascism (B) Social Darwinism (C) Pan-Islamism (D) Classical liberalism |
|---|--|

GO ON TO THE NEXT PAGE.

WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

3 Questions

Directions: Answer all parts of Questions 1 and 2, and then choose to answer EITHER Question 3 or Question 4. Read each question carefully and write your responses on a separate sheet of paper.

Use complete sentences; an outline or bulleted list alone is not acceptable. On test day, you will be able to plan your answers in the exam booklet, but only your responses in the corresponding boxes on the free-response answer sheet will be scored.

1. Use the image below to answer all parts of the question that follows.



Portrait of Sultan Mahmud II of the Ottoman Empire, painted after his clothing reform in 1826

- a) Identify and explain ONE reason Mahmud II embarked on reforms such as the clothing reform depicted in the painting.
- b) Identify and explain ONE way in which the painting illustrates the creation of new cultural identities in the nineteenth century.
- c) Identify and explain ONE way in which Ottoman expansionism affected international relations in the period from 1520–1700.

GO ON TO THE NEXT PAGE.

2. Answer all parts of the question that follows.

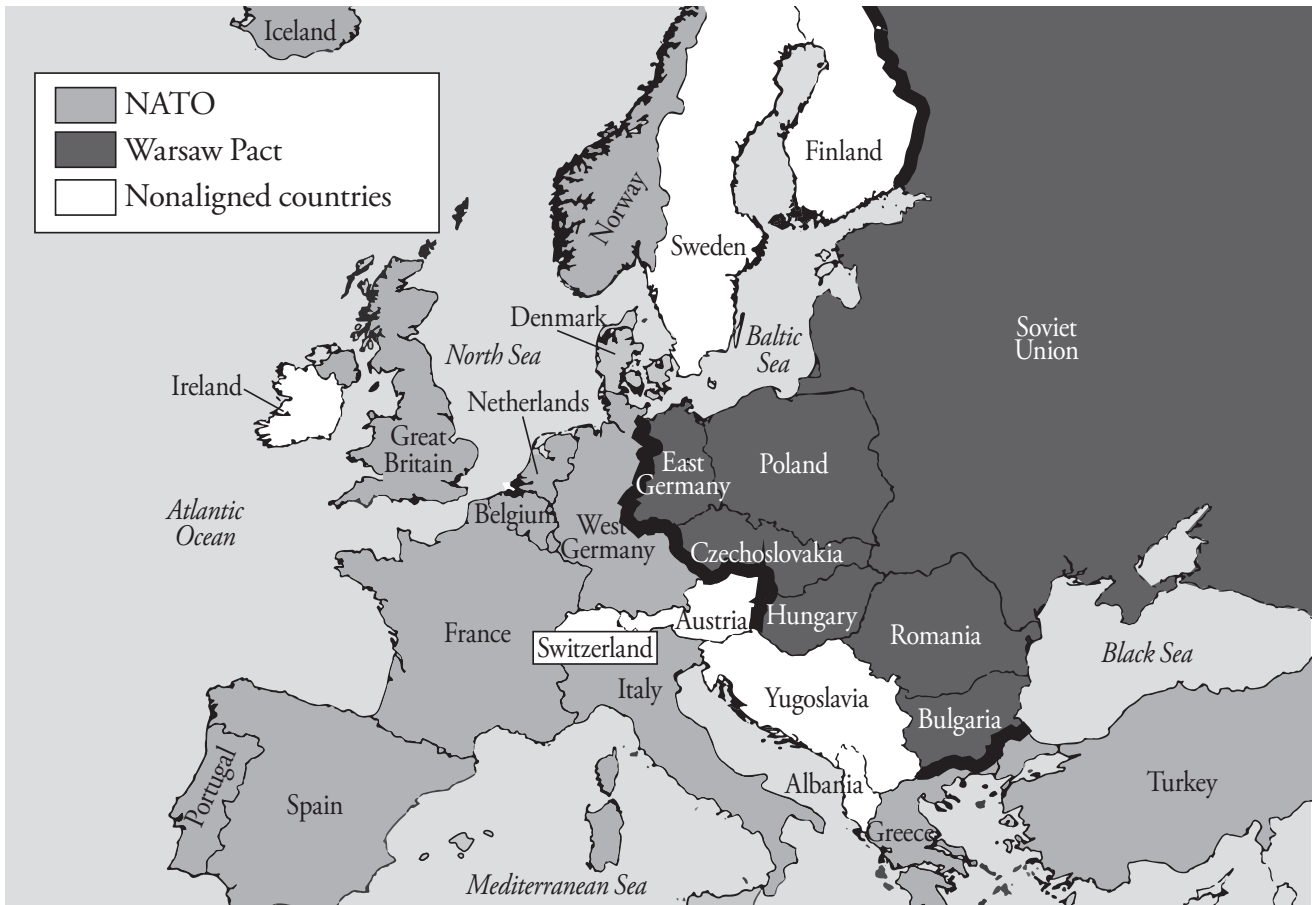
- a) Identify and explain TWO ways in which rulers legitimized or consolidated their power during the period 1200 to 1600. Use specific examples from one or more states or empires.
- b) Identify and explain TWO ways that nation-states increased their power through cultural assimilation.

GO ON TO THE NEXT PAGE.

Choose EITHER Question 3 OR Question 4.

3. Use the map below to answer all parts of the question that follows.

EUROPE, 1946



- a) Identify and explain TWO factors that account for the development of the division shown on the map.
- b) Identify and explain ONE reason that Europe became more unified in the latter part of the 20th century.

GO ON TO THE NEXT PAGE.

4. Use the two passages below to answer all parts of the question that follows.

Source 1

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

Source 2

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

- a) Identify and explain ONE piece of historical evidence that would support Source 1’s interpretation of Europe’s interaction with the Americas.
- b) Identify and explain ONE piece of historical evidence that would support Source 2’s interpretation of Europe’s interaction with the Americas.
- c) From the two evaluations above, select the one that, in your opinion, is more accurate to the actual nature of Europe’s interaction with the Americas. Briefly explain your choice using additional evidence beyond that used to answer (a) or (b).

STOP

END OF SECTION I

IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY CHECK YOUR WORK ON THIS SECTION.
DO NOT GO ON TO SECTION II UNTIL YOU ARE TOLD TO DO SO.

AP[®] World History: Modern Exam**SECTION II: Free Response****DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.****At a Glance****Total Time**

1 hour, 40 minutes

Number of Questions

2

Writing Instrument

Pen with black or dark blue ink

Question 1 (DBQ):**Mandatory****Suggested Reading and Writing Time**

60 minutes

Percent of Total Score

25%

Question 2, 3, or 4 (Long Essay): Choose ONE Question

Answer either Question 2, 3, or 4

Suggested Time

40 minutes

Percent of Total Score

15%

Instructions

The questions for Section II are printed in the Questions and Documents booklet. You may use that booklet to organize your answers and for scratch work, but you must write your answers in this Section II: Free Response booklet. No credit will be given for any work written in the Questions and Documents booklet.

The proctor will announce the beginning and end of the reading period. You are advised to spend the 15-minute period reading the question and planning your answer to Question 1, the document-based question. If you have time, you may also read Questions 2, 3, and 4.

Section II of this exam requires answers in essay form. Write clearly and legibly. Circle the number of the question you are answering at the top of each page in this booklet. Begin each answer on a new page. Do not skip lines. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. The proctor will announce the suggested time for each part, but you may proceed freely from one part to the next. Go on to the long essay question if you finish Question 1 early. You may review your responses if you finish before the end of the exam is announced.

After the exam, you must apply the label that corresponds to the long-essay question you answered—Question 2, 3, or 4. For example, if you answered Question 2, apply the label **2. Failure to do so may delay your score.**

WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour, 40 minutes

Question 1 (Document-Based Question)

Suggested reading period: 15 minutes

Suggested writing time: 45 minutes

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis/Claim:** Respond to the prompt with a historically defensible claim that establishes a line of reasoning.
- **Contextualization:** Describe a historical context relevant to the prompt.
- **Evidence:** Support an argument in response to the prompt using at least **six** documents. Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- **Analysis and Reasoning:** For at least **three** documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. Demonstrate an understanding of the historical development that is the focus of the prompt, using evidence to support or modify an argument that addresses the question.

GO ON TO THE NEXT PAGE.

Question 1: Using the following documents and your knowledge of world history, explain some of the major social and political challenges facing Latin American countries in the period from 1875 to 1950.

Document 1

Source: Painting by Thomas Somerscales, sinking of the *Esmeralda*, a Chilean wooden vessel, by the Peruvian Ironclad *Huascar* in the battle of Iquique during the War of the Pacific, 1879.



GO ON TO THE NEXT PAGE.

Document 2

Source: Maria Eugenia Echenique, Argentine feminist, *The Emancipation of Women*, 1876.

When emancipation was given to men, it was also given to women in recognition of the equality of rights, consistent with the principles of nature on which they are founded, that proclaim the identity of soul between men and women. Thus, Argentine women have been emancipated by law for a long time. The code of law that governs us authorizes a widow to defend her rights in court, just as an educated woman can in North America, and like her, we can manage the interests of our children, these rights being the basis for emancipation. What we lack is sufficient education and instruction to make use of them, instruction that North American women have; it is not just recently that we have proclaimed our freedom. To try to question or to oppose women's emancipation is to oppose something that is almost a fact, it is to attack our laws and destroy the Republic. So let the debate be there, on the true point where it should be: whether or not it is proper for women to make use of those granted rights, asking as a consequence the authorization to go to the university so as to practice those rights or make them effective.

Document 3

Source: United States Recognition of Cuba's Independence, Resolution of the U.S. Congress, April 11, 1898.

Joint Resolution for the recognition of the independence of the people of Cuba, demanding that the Government of Spain relinquish its authority and government in the Island of Cuba, and to withdraw its land and naval forces from Cuba and Cuban waters, and directing the President of the United States to use the land and naval forces of the United States to carry these resolutions into effect. Whereas, the abhorrent conditions which have existed for more than three years in the Island of Cuba, so near our own borders, have shocked the moral sense of the people of the United States, have been a disgrace to Christian civilization, culminating, as they have, in the destruction of a United States battleship, with two hundred and sixty-six of its officers and crew, while on a friendly visit in the harbor of Havana, and can not longer be endured, as has been set forth by the President of the United States in his message to Congress of April eleventh, eighteen hundred and ninety-eight, upon which the action of Congress was invited: Therefore, Resolved, by the Senate and House of Representatives of the United States of America in Congress assembled, First. That the people of the Island of Cuba are, and of right ought to be, free and independent. Second. That it is the duty of the United States to demand, and the Government of the United States does hereby demand, that the Government of Spain at once relinquish its authority and government in the Island of Cuba, and withdraw its land and naval forces from Cuba and Cuban waters. Third. That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States, and to call into the actual service of the United States, the militia of the several States, to such extent as may be necessary to carry these resolutions into effect. Fourth. That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said Islands except for the pacification thereof, and asserts its determination, when that is accomplished, to leave the government and control of the Island to its people. Approved, April 20, 1898.

GO ON TO THE NEXT PAGE.

Document 4

Source: Photograph of Plantation in Cuba, circa 1900.



Document 5

Source: Pierre Denis, *The Coffee Fazenda of Brazil*, 1911.

Each *fazenda* constitutes a little isolated world, which is all but self-sufficient and from which the colonists rarely issue; the life is laborious. The coffee is planted in long regular lines in the red soil, abundantly watered by the rains, on which a constant struggle must be maintained against the invasion of noxious weeds. The weeding of the plantation is really the chief labor of the colonist. It is repeated six times a year. When the coffee ripens, towards the end of June, the picking of the crop commences. Sometimes, in a good year, the crop is not all picked until November. The great advantage enjoyed by São Paulo is that the whole crop arrives at maturity almost at the same moment. The crop may thus be harvested in its entirety at one picking... This entails a great reduction in the cost of production and of labor. At the time of picking the colonists are gathered into gangs. They confine themselves to loading the berries on carts, which other laborers drive to the *fazenda*; there the coffee is soaked, husked, dried, and selected, and then dispatched to Santos, the great export market. All these operations the colonists perform under the supervision of the manager of the *fazenda*. A bell announces the hour for going to work; another the hour of rest; another the end of the day; the laborers have no illusions of independence. What really enables the colonists to make both ends meet is the crops they have the right to raise on their own account, sometimes on allotments reserved for the purpose set apart from the coffee, and sometimes between the rows of the coffee-trees. They often think more of the clauses in their contract which relate to these crops than to those which determine their wages in currency... It even happens at times that the colonists produce more maize than they consume. They can then sell a few sacks at the nearest market, and add the price to their other resources. In this way crops which are in theory destined solely for their nourishment take on a different aspect from their point of view, yielding them a revenue which is not always to be despised.

GO ON TO THE NEXT PAGE.

Document 6

Source: George M. McBride: *Haciendas from The Land Systems of Mexico*, 1923.¹

The Haciendas of Mexico are the most conspicuous feature of the land system of the country. They give to agricultural Mexico its distinctive cast, and, by their great size, create the impression that the entire land is divided into vast rural estates. These properties, indeed, are the only type of agricultural holding immediately visible to the traveler in many parts of Mexico, just as the *hacendado* is the only type of agriculturist whose interest reach beyond the immediate neighborhood of his home...Many of the haciendas are of very great extent; it is estimated that 300 of them contain at least 25,000 acres each...The Mexican hacienda seldom contains less than 2,500 acres—whether situated in the arid plains of the north, where land is worth little or nothing, or in the densely settled areas of the Mesa Central. The haciendas are settlements complete in themselves. Indeed, few of these estates have less than a hundred, while many of them have as many as a thousand inhabitants...Furthermore, the haciendas are all named; they appear on the maps; and they are important units of public administration, often being incorporated as *municipios*. They include all the customary accessories of an independent community, such as a church, a store, a post office, a burying ground, and sometimes a school or hospital. Workshops are maintained, not only for the repair but even for the manufacture of machinery and of the numerous implements on the estate. The permanent population consists of an *administrador*, one or more majordomos, a group of foremen, and the regular peons, together with the families of these individuals.

¹ Reprinted with permission of the American Geographical Society.

Document 7

Source: Annual Message of the President of the United States Transmitted to Congress December 3, 1912.

In Central America the aim has been to help such countries as Nicaragua and Honduras to help themselves. They are the immediate beneficiaries. The national benefit to the United States is twofold. First, it is obvious that the Monroe Doctrine is more vital in the neighborhood of the Panama Canal and the zone of the Caribbean than anywhere else. There, too, the maintenance of that doctrine falls most heavily upon the United States. It is therefore essential that the countries within that sphere shall be removed from the jeopardy involved by heavy foreign debt and chaotic national finances and from the ever-present danger of international complications due to disorder at home. Hence the United States has been glad to encourage and support American bankers who were willing to lend a helping hand to the financial rehabilitation of such countries because this financial rehabilitation and the protection of their customhouses from being the prey of would-be dictators would remove at one stroke the menace of foreign creditors and the menace of revolutionary disorder.

GO ON TO THE NEXT PAGE.

Question 2, Question 3, OR Question 4 (Long-Essay Question)**Suggested writing time: 40 minutes****Directions:** Choose ONE of EITHER Questions 2, 3, or 4.

In your response you should do the following.

- **Thesis/Claim:** Respond to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
- **Contextualization:** Describe a broader historical context relevant to the prompt.
- **Evidence:** Support an argument in response to the prompt using specific and relevant examples of evidence.
- **Analysis and Reasoning:** Demonstrate an understanding of the historical development that is the focus of the prompt, using evidence to support or modify an argument that addresses the question.

Question 2: Evaluate the extent to which the emergence of the Mongol Empire in 1206 can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the emergence of the Mongol Empire to the period after the emergence of the Mongol Empire.

Question 3: Evaluate the extent to which the Congress of Vienna (1814–1815) can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the Congress of Vienna to the period after the Congress of Vienna.

Question 4: Evaluate the extent to which the Berlin Conference can be considered a turning point in world history. In the development of your argument, explain what changed and what stayed the same from the period before the Berlin Conference to the period after the Berlin Conference.

STOP

END OF EXAMINATION