

Pre-Test, WH, 2013-14

Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. An archaeologist studies			
a.			newspaper accounts of current events.
b.			the material remains of past cultures.
c.			photographs or films of recent events.
d.			diplomatic campaigns of modern politicians.
2. What was the Neolithic Revolution?			
a.			the change from hunting and food-gathering to farming
b.			a rejection of Paleolithic values by Neolithic people
c.			the migration of people from Asia to the Americas
d.			the evolution of animistic spiritual beliefs
3. Which of the following is considered to be the main feature of civilization?			
a.	domestication of animals	c.	the use of simple tools
b.	settled farming	d.	the establishment of cities
4. Cultural diffusion is			
a.			the extinction of traditional ways of life.
b.			the migration of people from Asia to the Americas.
c.			the spread of ideas, customs, and technologies.
d.			the evolution of organized religions.
5. The earliest known writing was invented by the			
a.	Egyptians.	c.	Sumerians.
b.	Babylonians.	d.	Akkadians.
6. Both Hindus and Buddhists believe in			
a.	nonviolence.	c.	the caste system.
b.	many gods.	d.	formal rituals.
7. The stability of ancient India's social order was a result of the			
a.	popularity of Hinduism.	c.	spread of Buddhism.
b.	caste system.	d.	economic prosperity.
8. Chinese philosopher Confucius taught that harmony resulted when			
a.			true social equality was achieved.
b.			a strong ruler controlled society.
c.			each person looked out for his own interests.
d.			people accepted their place in society.

9. The Trojan War most likely had its roots in

a.	the economic rivalry between Mycenae and Troy.
b.	the romantic longings of the Trojan prince Paris.
c.	religious differences between Mycenae and Troy.
d.	Troy's desire for independence from Mycenae.

10. The geography of Greece helped create

a.	a large Greek empire.	c.	unity among Greeks.
b.	many small city-states.	d.	isolation from the outside world.

11. Which Greek city-state had a democratic government?

a.	Athens	c.	Thebes
b.	Sparta	d.	Marathon

12. Conflict between Athens and Sparta resulted in the

a.	Persian Wars.	c.	Peloponnesian War.
b.	Trojan War.	d.	Punic Wars.

13. The most lasting achievement of Alexander the Great was the

a.	library in Alexandria, Egypt.	c.	spread of Greek culture.
b.	unity of his empire.	d.	Macedonian dynasty.

14. In the Roman republic, plebeians were represented by

a.	tribunes.	c.	senators.
b.	consuls.	d.	patricians.

15. Which of the following points to a decline in patriotism in the Roman empire?

a.	Poor farmers abandoned their own farms to work for wealthy landowners.
b.	Caligula appointed his horse as consul.
c.	Mercenaries replaced citizen-soldiers in the Roman army.
d.	Diocletian fixed the prices of goods and services.

16. Which of the following statements describes Mayan government?

a.	Each city had its own ruler.	c.	One king ruled all Mayan city-states.
b.	Only men could rule.	d.	The emperor claimed divine power.

17. Which of the following civilizations ruled an area that included the Andes?

a.	Olmecs	c.	Aztecs
b.	Mayas	d.	Incas

18. Which group dominated the economic and political lives of towns during the Middle Ages?

a.	farmers	c.	knights
b.	guilds	d.	the clergy

19. The Magna Carta guarantees which of the following rights?

a.	the right to bear arms	c.	freedom of religion
b.	universal manhood suffrage	d.	due process of law

20. Literature of the High Middle Ages

a.	revived almost-forgotten Greek and Roman myths.
b.	incorporated myths and legends from non-European cultures.
c.	abandoned Greek and Roman themes in favor of biblical ones.
d.	was written in the vernacular and often told tales of regular people.

21. The spread of plague during the Middle Ages

a.	led to significant medical advancements.
b.	strengthened Europe's ties to the Middle East and China.
c.	created terror, bewilderment, and violence.
d.	caused a population boom in the cities.

22. Which of the following groups finally conquered the Byzantine empire?

a.	Ottoman Turks	c.	German Christians
b.	Seljuk Turks	d.	Arabs

23. Which of the following cities became the capital of Russia under the tsars?

a.	Kiev	c.	Constantinople
b.	Kulikovo	d.	Moscow

24. What does the Muslim duty of the hajj require?

a.	a declaration of faith	c.	a pilgrimage to Mecca
b.	giving charity to the poor	d.	the learning of Arabic

25. The split between Sunni and Shiite Muslims began with a disagreement about

a.	choosing Muhammad's successor.	c.	the role of women in Islam.
b.	designating Mecca as a holy city.	d.	practicing the Five Pillars.

26. How did Muslim society view merchants?

a.	Merchants were ignored.	c.	Merchants were considered outcasts.
b.	Merchants were tolerated.	d.	Merchants were honored.

27. Which of the following was a result of Mansa Musa's hajj?

a.	new ties between Mali and other Muslim states
b.	Mali's mass conversion to Islam
c.	Mansa Musa's overthrow by Sundiata

d.	the conquest of Arabia by Mali forces
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28. How was medieval Ethiopia different from its neighbors?

a.	It had contact with Europe.	c.	It had no contact with Europe.
b.	It was Christian.	d.	It was Muslim.

29. Which of the following statements describes a patrilineal culture?

a.	The husband joined his wife's family in her village.
b.	Inheritance was traced through the mother's side.
c.	Kinship ties came through the father's side.
d.	Sisters made their sons available to help their brothers.

30. During his voyages, Chinese explorer Zheng He

a.	defeated Mongol invaders.
b.	united China under the Ming dynasty.
c.	established trade centers in Southeast Asia and India.
d.	made first contact with Native Americans.

31. Even though feudal Japan had an emperor, the country was actually governed by the

a.	shogun.	c.	samurai.
b.	daimyo.	d.	kamikaze.

32. The Renaissance marked a renewed interest in

a.	Muslim civilization.	c.	African civilization.
b.	East Asian civilization.	d.	Greco-Roman civilization.

33. How was humanist thought incorporated into Renaissance art?

a.	The painting of portraits reflected an interest in individual achievement.
b.	The use of perspective allowed for the creation of realistic art.
c.	Artists used shading to make objects look round and real.
d.	Artists studied human anatomy so they could portray the human body more accurately.

34. The printing revolution of the late 1400s resulted in

a.	the beginning of compulsory education.	c.	increased competition with China.
b.	the spread of literacy.	d.	decreased funding for the arts.

35. How did Elizabeth I resolve the conflicts of the English Reformation?

a.	Her reforms established a middle ground between Protestant and Catholic practices.
b.	She expelled all remaining Catholics from England.

c.	She conducted witch hunts to destroy any non-Christians in England.
d.	Her policies restored England to the way it had been before Henry VIII's reign.

36. Copernicus proposed which of the following?

a.	The sun travels around Earth.
b.	Earth travels around the sun.
c.	Gravity keeps the planets in orbit around the sun.
d.	Earth is the center of the universe.

37. What did Europeans consider to be the most important item of African trade during the 1500s and 1600s?

a.	guns	c.	gold
b.	enslaved persons	d.	rum

38. Portugal gained control of trade in Southeast Asia by

a.	using military force.
b.	paying for trading rights.
c.	establishing ties with local rulers.
d.	sharing European technology with local rulers.

39. China's Ming and Qing dynasties

a.	prohibited all foreign trade.	c.	encouraged foreign trade.
b.	allowed foreign trade only with Britain.	d.	restricted foreign trade.

40. Which of the following countries was once a Portuguese colony?

a.	Peru	c.	Brazil
b.	Mexico	d.	Cuba

41. Compared with settlers in the Spanish and French colonies, English colonists had

a.	a large degree of self-government.
b.	greater access to gold and silver.
c.	fewer legal and political rights.
d.	more violent conflicts with Native Americans.

42. The exchange of enslaved Africans for guns in Africa and for molasses in the Americas was part of

a.	the Columbian exchange.	c.	the price revolution.
b.	mercantilism.	d.	the triangular trade.

43. Who began a vast global exchange that included people, plants, and animals?

a.	Samuel de Champlain	c.	Bartolomé de las Casas
b.	Christopher Columbus	d.	Hernán Cortés

44. Which of the following statements accurately describes the economic policy of mercantilism?

a.	It downplayed the role of government in stimulating economic growth.
b.	It discouraged the establishment of overseas colonies.
c.	It encouraged trade by abolishing laws that regulated trade.
d.	It was based on a belief that a nation's real wealth was measured in its gold and silver treasures.

45. Why did Spain's Philip II try to invade England in 1588?

a.	to punish Elizabeth I for not marrying him
b.	to stop the English from invading Spain
c.	to end English attacks on Spanish treasure ships
d.	to stop the spread of the Protestant Reformation

46. Henry IV of France granted religious tolerance to the Huguenots with the

a.	English Bill of Rights.	c.	<i>levée</i> .
b.	<i>Fronde</i> .	d.	Edict of Nantes.

47. French styles of art and architecture became the standard for Europe as a result of the reign of

a.	Henry IV.	c.	Louis XIV.
b.	Louis XIII.	d.	Louis XVI.

48. Which is a true statement about England's Commonwealth?

a.	The Commonwealth was a republic in name, but Cromwell ruled as a dictator.
b.	For the first time, poor men were granted seats in Parliament.
c.	Women exercised political rights equal to those of men.
d.	Charles I governed as a constitutional monarch.

49. The 1648 Treaty of Westphalia

a.	redistributed Europe's population.
b.	doubled the size of France.
c.	united the German states under the Hapsburgs.
d.	recognized the independence of the Netherlands and the Swiss Federation.

50. Why did Prussia battle Austria during the 1700s?

a.	to compete for overseas empires	c.	to end the aggression of Louis XIV
b.	to gain control of the German states	d.	to honor an alliance with the Dutch

51. Peter the Great forced Russians to accept social reforms that would make their culture more like that of

a.	Native Americans.	c.	Western Europeans.
b.	China.	d.	Ottoman Turkey.

52. What is one way in which Catherine the Great strengthened Russia?

a.	She expanded Russia's borders.
b.	She abolished serfdom.
c.	She granted universal manhood suffrage.
d.	She established trade relations with China.

53. During the Reign of Terror, Robespierre tried to

a.	execute all French nobles.	c.	crush all opposition to the revolution.
b.	restore the Catholic Church.	d.	reinstate the monarchy.

54. Which of the following areas did Napoleon annex to France?

a.	Russia	c.	Poland
b.	the Netherlands	d.	Britain

55. Why did the Congress of Vienna redraw the boundaries of some European countries?

a.	to encircle France with strong countries	c.	to distribute land more fairly
b.	to create more countries	d.	to prevent the growth of nationalism

56. The Declaration of the Rights of Man and the Citizen stated that

a.	all men were born free and equal.
b.	all male citizens had the right to vote.
c.	male and female citizens were equal before the law.
d.	all citizens had to pay equal taxes.

57. How did early socialists propose to end the injustices of the factory system?

a.	by placing limits on population growth to reduce the size of the working class
b.	by fostering revolution among the working class
c.	by establishing communities in which all work and property was shared
d.	by expanding suffrage to include workers and women

58. Which of the following conditions during the Industrial Revolution supported Karl Marx's ideas?

a.	There were a few wealthy business people while the majority of people were poor.
b.	More material goods were available and more people could afford them.
c.	People were no longer threatened by famine.
d.	People left the countryside and moved to the cities.

59. Industrialization in the textile industry resulted in

a.	better-paying jobs.	c.	improved working conditions.
b.	the establishment of factories.	d.	slower production times.

60. Which of the following was a goal of European conservatives in the early 1800s?

a.	the establishment of a homeland for people with a common heritage
b.	the expansion of suffrage to the middle class
c.	the constitutional protection of natural rights
d.	the preservation of traditional ways of life

61. In the early 1800s, Serbs gained autonomy within

a.	Greece.	c.	Spain.
b.	the Ottoman empire.	d.	Austria-Hungary.

62. The build-up of armed forces in Europe during the late 1800s is an example of

a.	militarism.	c.	mercantilism.
b.	imperialism.	d.	isolationism.

63. Which of the following had the greatest effect on the course of World War I?

a.	the zeppelin	c.	the airplane
b.	the tank	d.	the submarine

64. Which of the following helped the Allies achieve the breakthrough they sought in World War I?

a.	the Russian Revolution	c.	the waging of total war
b.	the involvement of the United States	d.	the battle of Gallipoli

65. One cause of Russia's March 1917 revolution was

a.	the death of Rasputin.	c.	Lenin's return to Russia.
b.	food shortages.	d.	the Treaty of Brest-Litovsk.

66. Lenin believed that a socialist revolution could succeed in Russia if

a.	revolutions were carried out simultaneously in other parts of Europe.
b.	Russia became an industrial state.
c.	the peasants owned the land they worked.
d.	a small group of dedicated revolutionaries controlled the government.

67. In the 1917 Balfour Declaration, Britain announced its support for

a.	Atatürk's reforms in Turkey.
b.	Arab independence from the Ottoman empire.
c.	a Jewish homeland in Palestine.
d.	Egypt's nationalization of the Suez Canal.

68. Which of the following did Gandhi use to fight British rule?

a.	violent demonstrations	c.	pressure from the United Nations
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b.	passive resistance	d.	armed resistance
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69. Unlike the Nationalists, Mao Zedong's Communists gained the most support from which group in China?

a.	peasants	c.	workers
b.	militarists	d.	warlords

70. Which of the following was an effect of the Great Depression in Japan?

a.	Japan went bankrupt.
b.	The demands of ultranationalists grew stronger.
c.	Civil war broke out.
d.	Japan declared war on the United States.

71. Many Italians supported the Fascist party because it

a.	promised to improve the economy.	c.	pledged to unite Italy and Germany.
b.	was the only political party.	d.	ended the influence of the Church.

72. Which of the following helped Adolf Hitler gain power in Germany?

a.	the promise of a new democracy	c.	big business and labor
b.	the Great Depression	d.	the support of the Weimar government

73. Which of the following statements regarding Germany under Hitler is true?

a.	Most Germans were barely affected by Nazism.
b.	The Nazis controlled all aspects of German life.
c.	The Nazis controlled the government but had little influence on other German institutions.
d.	The Nazis kept firm control over Germany but followed moderate and tolerant policies.

74. The Western powers chose a policy of appeasement during the 1930s partly because

a.	they were distracted by colonial unrest.
b.	they supported the acts of aggression.
c.	they wanted to avoid a repeat of World War I.
d.	they were fighting civil wars of their own.

75. World War II in Europe began with Hitler's invasion of

a.	France.	c.	Austria.
b.	Czechoslovakia.	d.	Poland.

76. How did the Germans view the lands they occupied?

a.	as allies in their war against Britain	c.	as converts to their cause
b.	as partners in a new world order	d.	as resources to be plundered and looted

77. As a result of the Battle of Stalingrad,

a.	German forces conquered the Soviet Union.
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b.	France was liberated from German control.
c.	the Red Army began to push the Germans out of the Soviet Union.
d.	the United States entered the war.

78. What was the Manhattan Project?

a.	the Allied plan to assassinate Hitler
b.	the U.S. project to develop the atomic bomb
c.	the German strategy to conquer the United States
d.	the Japanese plot to invade the United States

79. What is the chief goal of the United Nations?

a.	to promote economic development	c.	to keep the peace
b.	to protect the global environment	d.	to end world hunger

80. During the last two decades of the Cold War, both the United States and the Soviet Union agreed to

a.	global protection of human rights.
b.	allow communism to spread throughout Asia.
c.	a policy of nuclear disarmament.
d.	the development of chemical and biological weapons.

81. What was one result of Mikhail Gorbachev's efforts to reform the Soviet Union?

a.	the launching of <i>Sputnik</i>	c.	the disintegration of the Soviet Union
b.	a return to hard-line communism	d.	a buildup of nuclear weapons

82. The Good Friday Agreement was designed to end conflict between which two groups?

a.	French- and English-speakers in Canada
b.	Catholics and Protestants in Northern Ireland
c.	rebels and Russian authorities in Chechnya
d.	Hutus and the Tutsis in Rwanda

83. One of the challenges facing South Africa since the abolition of apartheid is

a.	choosing political leaders who are not racially biased.
b.	ending racial violence in former black townships.
c.	incorporating supporters of apartheid into the new government.
d.	closing the socio-economic gap between blacks and whites.

84. Which of the following was an obstacle to peace in the Israeli-Palestinian conflict?

a.	pressure on the region from the United States
b.	lack of Arab support for a peace agreement
c.	Israeli settlements in the occupied territories

d.	the death of Yasir Arafat
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85. What is the purpose of the Kyoto Protocol?

a.	to stop deforestation
b.	to lower the emissions that contribute to global warming
c.	to promote research in desalination technology
d.	to slow desertification

Short Answer

Excerpt from the Sumerian *Epic of Gilgamesh*:

With the first glow of dawn,
A black cloud rose up from the horizon.

Turning to blackness all that had been light.

The wide land was shattered like a pot!
For one day the south-storm blew,

Gathering speed as it blew, submerging the mountains,
Overtaking the people like a battle.
No one can see his fellow,
Nor can the people be recognized from heaven.

Six days and six nights
Blows the flood wind, as the south-storm sweeps the land.
When the seventh day arrived,
The flood-carrying south-storm subsided in the battle,
Which it had fought like an army.
The sea grew quiet, the tempest was still, the flood ceased.
I looked at the weather. Stillness had set in,
And all of mankind had returned to clay.

The landscape was as level as a flat roof.

86. What sort of natural disaster is described in this excerpt?

87. How did this disaster affect the land and the people?

88. How does this excerpt reflect how people felt about such events?

Geography of Ancient Greece:

89. What made it possible for the Greeks to become skilled sailors and colony builders?
90. What is the main geographic feature of the interior mainland of Greece?
91. How did the geography of Greece influence the development of city-states?

The Inca Road System

In human memory, I believe that there is no account of a road as great as this, running through deep valleys, high mountains, banks of snow, torrents of water, living rock, and wild rivers. . . . In all places it was clean and swept free of refuse, with lodgings, storehouses, Sun temples, and posts along the route. Oh! Can anything similar be claimed for Alexander [the Great] or any of the powerful kings who ruled the world . . . ?

—Spanish explorer Pedro Cieza de León, admiring the
Inca road system in the 1500s

92. What were some geographic features of the Inca empire?
93. How was the Inca road-building a response to the Andean geography?

Hymn to Goddess Earth from the *Atharva Veda*, 10th–12th century B.C.:

The earth that has heights, and slopes, and great plains, that supports the plants of manifold virtue, free from the pressure that comes from the midst of men, she shall spread out for us, and fit herself for us!

The earth upon which the sea, and the rivers and the waters, upon which food and the tribes of men have arisen, upon which this breathing, moving life exists, shall afford us precedence in drinking!

What, O earth, I dig out of thee, quickly shall that grow again: may I not, O pure one, pierce thy vital spot, (and) not thy heart!

Thy summer, O earth, thy rainy season, thy autumn, winter, early spring, and spring; thy decreed yearly seasons, thy days and nights shall yield us milk

To the earth upon whom are food, and rice and barley, upon whom live these five races of men, to the earth, the wife of Parganya, that is fattened by rain, be reverence!

94. How does this excerpt illustrate the dependence of humans on geographic conditions?

95. Based on the excerpt, how should Earth be treated?

Excerpt from the Alhambra Decree issued in 1492 by Isabella and Ferdinand of Spain:

Therefore, with the council and advice of the eminent men and cavaliers of our reign, and of other persons of knowledge and conscience of our Supreme Council, after much deliberation, it is agreed and resolved that all Jews and Jewesses be ordered to leave our kingdoms, and that they never be allowed to return.

And we further order in this edict that all Jews and Jewesses of whatever age that reside in our domain and territories, that they leave with their sons and daughters. Their servants and relatives, large and small, of whatever age, by the end of July of this year, and that they dare not return to our lands, not so much as to take a step on them not trespass upon them in any other manner whatsoever. Any Jew who does not comply with this edict and is to be found in our kingdom and domains, or who returns to the kingdom in any manner, will incur punishment by death and confiscation of all their belongings.

Given in this city of Granada on the thirty-first day of March in the year of our Lord Jesus Christ–1492.

Signed, I, the King, I, the Queen, Juan de Coloma, Secretary of the King and Queen, which I have written by order of our Majesties.

96. What do Isabella and Ferdinand of Spain decree should happen?

97. Who was targeted by this decree, and why?

Excerpt from the Yengishiki, a collection of Shinto rituals (927 A.D.):

The Harvest Ritual

I declare in the presence of the sovereign gods of the Harvest, if the sovereign gods will bestow, in many-bundled spikes and in luxuriant spikes, the late-ripening harvest which they will bestow, . . . then I will fulfill their praises by presenting the first-fruits in a thousand ears, and in many hundred ears; . . . I will present them in juice and in grain. As to things which grow in the great field plain—sweet herbs and bitter herbs; as to things which dwell in the blue sea plain things wide of fin, and things narrow of fin, down to the weeds of the offing, and weeds of the shore; and as to Clothes, with bright cloth, glittering cloth, soft cloth, and coarse cloth will I fulfil their praises. And having furnished a white horse, a white boar, and a white cock, and the various kinds of things in the presence of the sovereign gods of the Harvest, I fulfil their praises by presenting the great Offerings of the sovereign Grand-child's augustness.

98. For what does the speaker of this ritual ask?

99. What does the speaker of this ritual offer in return?

Jewish Expulsions and Migrations

100. What pattern of Jewish migration and expulsion does the map show for Cologne, Germany?

101. In which general direction did Jewish people travel from 1497 to 1650 A.D.?

Excerpt from the *Mahabharata*, an ancient Hindu text:

In this world, when it was destitute of brightness and light, and enveloped all around in total darkness, there came into being, as the primal cause of creation, a *mighty egg*, the one inexhaustible seed of all created beings. It is called Mahadivya, and was formed at the beginning of the Yuga, in which we are told, was the true light Brahma, the eternal one, the wonderful and inconceivable being present alike in all places; the invisible and subtile cause, whose nature partaketh of entity and non-entity. . . .

And what is seen in the universe, whether animate or inanimate, of created things, will at the end of the world, and after the expiration of the Yuga, be again confounded. And, at the commencement of other Yugas, all things will be renovated, and, like the various fruits of the earth, succeed each other in the due order of their seasons. Thus continueth perpetually to revolve in the world, without beginning and without end, this wheel which causeth the destruction of all things.

102. How is the creation of the world described in the excerpt above?

103. What is Brahma, as described by the *Mahabharata*?

104. According to Hinduism, what will happen to all living and nonliving things at the end of the world?

Muslim leader Saladin recaptured Jerusalem from the European Christians in 1187. When Richard I of England led the Third Crusade against the Muslims, Saladin warned him what to expect in the following message:

To us Jerusalem is as precious...as it is to you, because it is the place from where our Prophet [Muhammad] made his journey by night to heaven. . . . Do not dream that we will give it up to you.

105. Why is Jerusalem a holy place to Muslims?

106. How did the Crusades affect the relationship between Christians and Muslims?

An early-thirteenth-century letter from the governor of Sijilmasa in southern Morocco to the king of Ghana in Western Africa:

We are neighbours in benevolence even if we differ in religion; we agree on right conduct and are one in leniency towards our subjects. It goes without saying that justice is an essential quality of kings in conducting sound policy; tyranny is the preoccupation of ignorant and evil minds. We have heard about the imprisonment of poor traders and their being prevented from going freely about their business. The coming to and fro of merchants to a country is of benefit to its inhabitants and a help to keeping it populous. If we wished we would imprison the people of that region who happen to be in our territory but we do not think it right to do that. We ought not to “forbid immorality while practising it ourselves”. Peace be upon you.

107. What policy does the governor of Sijilmasa urge the king of Ghana to adopt?
108. How does this letter help illustrate the influence that trade can have on foreign relations?

The Columbian Exchange

109. What nonfood items went from the Eastern Hemisphere to the Western Hemisphere?

This portrait of a German merchant was painted in 1532 by Hans Holbein the Younger:

Source: The Bridgeman Art Library

110. How do the merchant's clothes reflect his status?

111. What other details in the painting indicate that the subject is a merchant?

112. How does the painting illustrate the rising importance of trade in this period?

The following account was written by Portuguese explorer Vasco da Gama about his expedition to find a sea route to India. Upon their arrival in Calicut (in the present-day Malabar region of India), the Portuguese met with the ruler of Calicut:

May 28, 1498

And the captain-major told him [the ruler of Calicut] he was the ambassador of a King of Portugal, who was Lord of many countries and the possessor of great wealth of every description, exceeding that of any king of these parts; that for a period of sixty years his ancestors had annually sent out vessels to make discoveries in the direction of India, as they knew that there were Christian kings there like themselves. This, he said, was the reason which induced them to order this country to be discovered, not because they sought for gold or silver, for of this they had such abundance that they needed not what was to be found in this country. [A]nd, finally, he had been instructed to say by word of mouth that he [the King of Portugal] desired to be his friend and brother.

May 30, 1498

The king [of Calicut] then said that he had told him that he came from a very rich kingdom, and yet had brought him nothing; that he had also told him that he was the bearer of a letter, which had not yet been delivered. To this the captain-major rejoined that he had brought nothing, because the object of his voyage was merely to make discoveries, but that when other ships came he would then see what they brought him; as to the letter, it was true that he had brought one, and would deliver it immediately.

The king then asked what it was he had come to discover: stones or men? If he came to discover men, as he said, why had he brought nothing?

113. What reason did the Portuguese give for their exploration of India?

114. Why was the king of Calicut skeptical of the Portuguese motives?

115. How did the Portuguese establish a strong presence in South and Southeast Asia?

Europe's Sea Trade

116. List three Italian port cities located on major trade routes.

117. How did Italy's location help it to become a center of trade?

In 1198, Pope Innocent III granted Venice a special license to trade with Muslim peoples, here referred to as "the Saracens":

Following the example of Pope Gregory, our predecessor of pious memory, we have placed under sentence of excommunication all those who in future consort with the Saracens, directly or indirectly, or who attempt to give or send aid to them by sea, as long as the war between them and us shall last.

But our beloved sons Andreas Donatus and Benedict Grilion, your messengers, recently came . . . and were at pains to explain to us that by this decree your city was suffering no small loss, for she is not devoted to agriculture but rather to shipping and to commerce. We, therefore, induced by the paternal affection we have for you, and commanding you . . . not to aid the Saracens by selling or giving to them or exchanging with them iron, flax, pitch, pointed stakes, ropes, arms, helmets, ships, and boards, or unfinished wood, do permit for the present, until we issue further orders, the taking of goods, other than those mentioned, to Egypt and Babylon, whenever necessary.

118. Why was it necessary for Venice to get permission to trade in Egypt and Babylon, or Persia?

119. What convinced the pope to give the Venetians a license?

The Enlightenment

To understand political power aright, and derive it from its original, we must consider what estate all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons as they think fit, within the bounds of the law of Nature, without asking leave or depending upon the will of any other man.

—John Locke, *The Second Treatise of Civil Government*, 1690

No man has received from nature the right to give orders to others. Freedom is a gift from heaven, and every individual of the same species has the right to enjoy it as soon as he is in enjoyment of his reason.

—Denis Diderot, *Encyclopedia*, 1752

In short, it is the greatest absurdity to suppose it in the power of one, or any number of men, at the entering into society, to renounce their essential natural rights, or the means of preserving those rights; when the grand end of civil government, from the very nature of its institution, is for the support, protection, and defence of those very rights; the principal of which, as is before observed, are Life, Liberty, and Property.

—Samuel Adams, “The Rights of the Colonists,” 1772

120. What common idea do all three writers express?

“Almost under the walls of France” -- French World War I postcard

Erich Maria Remarque, from *All Quiet on the Western Front*. In this excerpt Remarque, who served in the German army during World War I, depicts a conversation a young German soldier has with the French soldier he has just killed.

The silence spreads. I talk and must talk. So I speak to him and say to him: “Comrade, I did not want to kill you. If you jumped in here again, I would not do it, if you would be sensible too. But you were only an idea to me before, an abstraction that lived in my mind and called forth its appropriate response. It was that abstraction I stabbed. But now, for the first time, I see you are a man like me. I thought of your hand grenades, of your bayonet, of your rifle; now I see your wife and your face and our fellowship. Forgive me, comrade. We always see it too late. Why do they never tell us that you are poor devils like us, that your mothers are just as anxious as ours, and that we have the same fear of death, and the same dying and the same agony—Forgive me, comrade; how could you be my enemy?”

121. What image of German soldiers does the French postcard attempt to convey?

122. How does the narrator of *All Quiet on the Western Front* view the French soldier he has killed?

123. How did the realities of World War I affect morale on the battlefield and at home?

President Woodrow Wilson's War Message to the U.S. Congress, 1917:

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their Government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools. . . . A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. . . . The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.

124. What reason for entering World War I does Woodrow Wilson present to Congress?

125. What distinction does President Wilson make between the people of a country and the government of a country?

126. What type of political system must nations adopt in order for world peace to become a reality, according to Woodrow Wilson?

Benito Mussolini, Italy's fascist leader, in 1932, wrote the following definition of fascism:

Fascism is the doctrine best adapted to represent the tendencies and the aspirations of a people, like the people of Italy, who are rising again after many centuries of abasement and foreign servitude. But empire demands discipline, the coordination of all forces and a deeply felt sense of duty and sacrifice: this fact explains . . . the necessarily severe measures which must be taken against those who would oppose this . . . movement of Italy in the twentieth century, and would oppose it by recalling the outworn ideology of the nineteenth century. . . .

If every age has its own characteristic doctrine, there are a thousand signs which point to Fascism as the characteristic doctrine of our time. For if a doctrine must be a living thing, this is proved by the fact that Fascism has created a living faith; and that this faith is very powerful in the minds of men is demonstrated by those who have suffered and died for it.

127. Why does Mussolini say fascism is “the characteristic doctrine of our time”?

In this excerpt from his 1936 book, *Revolution Betrayed*, Leon Trotsky examines the state of the Soviet Union:

The bureaucracy [of the Soviet Union] not only has not disappeared, yielding its place to the masses, but has turned into an uncontrolled force dominating the masses. The army not only has not been replaced by an armed people, but has given birth to a privileged officers' caste, crowned with marshals, while the people, “the armed bearers of the dictatorship,” are now forbidden in the Soviet Union to carry even nonexplosive weapons. With the utmost stretch of fancy it would be difficult to imagine a contrast more striking than that which exists between the scheme of the workers' state according to Marx, Engels and Lenin, and the actual state now headed by Stalin.

128. How does Trotsky characterize the Soviet regime of Stalin?

129. In what way does Trotsky believe the revolution has been betrayed?

130. According to Trotsky, what position should the people of the Soviet Union rightly hold in the political structure?

This is a poster for a 1949 American-made movie about communism:

131. How does this poster convey U.S. anti-communist sentiment?

Pre-Test, WH, 2013-14

Answer Section

MULTIPLE CHOICE

- | | | | | |
|---------------------------|---|--------|--------------------------|------------|
| 1. | ANS: B | PTS: 1 | DIF: Easy | REF: p. 4 |
| OBJ: 1.1.1 | Learn how scholars study the historic past. | | TOP: archaeology | |
| 2. | ANS: A | PTS: 1 | DIF: Moderate | REF: |
| p. 13 | | | | |
| OBJ: 1.2.3 | Explain how the Neolithic Revolution dramatically changed the way people lived. | | | |
| TOP: Neolithic Revolution | | | | |
| 3. | ANS: D | PTS: 1 | DIF: Moderate | REF: |
| p. 19 | | | | |
| OBJ: 1.3.2 | Outline the basic features that define civilization. | | TOP: civilization | |
| 4. | ANS: C | PTS: 1 | DIF: Moderate | REF: |
| p. 23 | | | | |
| OBJ: 1.3.3 | Understand the ways in which civilizations have changed over time. | | | |
| TOP: civilization | | | | |
| 5. | ANS: C | PTS: 1 | DIF: Easy | REF: p. 33 |
| OBJ: 2.1.2 | Outline the main features of Sumerian civilization. | | TOP: Sumer | |
| 6. | ANS: A | PTS: 1 | DIF: Moderate | REF: |
| p. 80 | | | | |
| OBJ: 3.2.3 | Understand the key teachings of Buddha. | | TOP: Hinduism Buddhism | |
| 7. | ANS: B | PTS: 1 | DIF: Moderate | REF: |
| p. 78 | | | | |
| OBJ: 3.2.2 | Analyze how the caste system shaped India. | | TOP: India | |
| 8. | ANS: D | PTS: 1 | DIF: Difficult | REF: |
| p. 97 | | | | |
| OBJ: 3.4.3 | Describe the religions and belief systems that developed in early China. | | | |
| TOP: China | | | | |
| 9. | ANS: A | PTS: 1 | DIF: Difficult | REF: |
| p. 116 | | | | |
| OBJ: 4.1.2 | Summarize how the Mycenaeans ruled the sea trade and started the Trojan War. | | | |

TOP: ancient Greece
 10. ANS: B PTS: 1 DIF: Moderate REF:
 p. 118
 OBJ: 4.2.1 Understand how geography influenced the Greek city-states.
 TOP: ancient Greece
 11. ANS: A PTS: 1 DIF: Easy REF: p. 121
 OBJ: 4.2.3 Explain how Sparta and Athens differed. TOP: ancient Greece
 12. ANS: C PTS: 1 DIF: Easy REF: p. 128
 OBJ: 4.3.3 Understand the causes and effects of the Peloponnesian War.
 TOP: ancient Greece
 13. ANS: C PTS: 1 DIF: Moderate REF:
 p. 139
 OBJ: 4.5.2 Describe the empire's cultural impact. TOP: ancient Greece
 14. ANS: A PTS: 1 DIF: Moderate REF:
 p. 152
 OBJ: 5.1.2 Outline how the Roman republic was structured and governed.
 TOP: ancient Rome
 15. ANS: C PTS: 1 DIF: Difficult REF:
 p. 177
 OBJ: 5.5.3 Identify the various types of problems that led to the fall of Rome.
 TOP: ancient Rome
 16. ANS: A PTS: 1 DIF: Moderate REF:
 p. 189
 OBJ: 6.1.2 Analyze the main characteristics of the Olmec and Maya civilizations.
 TOP: early American civilizations
 17. ANS: D PTS: 1 DIF: Easy REF: p. 197
 OBJ: 6.2.1 Examine the early cultures of the Andes. TOP: early American
 civilizations
 18. ANS: B PTS: 1 DIF: Easy REF: p. 235
 OBJ: 7.4.3 Analyze the rise of the middle class and the role of guilds.
 TOP: the Middle Ages
 19. ANS: D PTS: 1 DIF: Moderate REF:
 p. 246
 OBJ: 8.1.3 Analyze the traditions of government that developed under King John and later
 English monarchs. TOP: the Middle Ages
 20. ANS: D PTS: 1 DIF: Difficult REF:
 p. 265
 OBJ: 8.4.3 Describe the literature, architecture, and art of the High Middle Ages.
 TOP: the Middle Ages
 21. ANS: C PTS: 1 DIF: Moderate REF:
 p. 270
 OBJ: 8.5.1 Understand how the Black Death caused social and economic decline.
 TOP: the Middle Ages
 22. ANS: A PTS: 1 DIF: Moderate REF:
 p. 287
 OBJ: 9.1.4 Explain why the Byzantine empire collapsed and examine the empire's lasting
 heritage.
 TOP: Byzantine empire
 23. ANS: D PTS: 1 DIF: Moderate REF:
 p. 292
 OBJ: 9.2.4 Describe how Moscow took the lead in Russia and how its rulers developed
 authoritarian control. TOP: Russia
 24. ANS: C PTS: 1 DIF: Moderate REF:
 p. 306

OBJ: 10.1.2 Describe the teachings of Islam. TOP: Islam
 25. ANS: A PTS: 1 DIF: Difficult REF:
 p. 311
 OBJ: 10.2.2 Identify the divisions that emerged within Islam. TOP: Islam
 26. ANS: D PTS: 1 DIF: Moderate REF:
 p. 317
 OBJ: 10.3.1 Describe the role of trade in Muslim civilization. TOP: Islam
 27. ANS: A PTS: 1 DIF: Moderate REF:
 p. 348
 OBJ: 11.2.2 Describe how rulers of Ghana, Mali, and Songhai built strong kingdoms.
 TOP: Africa
 28. ANS: B PTS: 1 DIF: Moderate REF:
 p. 353
 OBJ: 11.3.1 Explain how religion influenced the development of Axum and Ethiopia.
 TOP: Africa
 29. ANS: C PTS: 1 DIF: Moderate REF:
 p. 358
 OBJ: 11.4.1 Identify the different ways that the family influenced medieval African cultures.
 TOP: Africa
 30. ANS: C PTS: 1 DIF: Moderate REF:
 p. 381
 OBJ: 12.2.4 Explain why the Ming explored the high seas for only a brief period.
 TOP: China
 31. ANS: A PTS: 1 DIF: Easy REF: pp.
 391-392
 OBJ: 12.4.3 Summarize the Japanese feudal system. TOP: Japan
 32. ANS: D PTS: 1 DIF: Easy REF: p. 410
 OBJ: 13.1.1 Describe the characteristics of the Renaissance and understand why it began in
 Italy.
 TOP: the Renaissance
 33. ANS: A PTS: 1 DIF: Difficult REF:
 p. 412
 OBJ: 13.1.2 Identify Renaissance artists and explain how new ideas affected the arts of the
 period.
 TOP: the Renaissance
 34. ANS: B PTS: 1 DIF: Easy REF: p. 418
 OBJ: 13.2.1 Explain how the printing revolution shaped European society.
 TOP: the Renaissance
 35. ANS: A PTS: 1 DIF: Difficult REF:
 p. 430
 OBJ: 13.4.2 Understand why England formed a new church. TOP: the Reformation
 36. ANS: B PTS: 1 DIF: Easy REF: p. 434
 OBJ: 13.5.1 Explain how new discoveries in astronomy changed the way people viewed the
 universe.
 TOP: the Scientific Revolution
 37. ANS: B PTS: 1 DIF: Easy REF: p. 453
 OBJ: 14.2.2 Analyze how European actions affected the slave trade and the rise of African
 states.
 TOP: Exploration
 38. ANS: A PTS: 1 DIF: Moderate REF:
 p. 457
 OBJ: 14.3.1 Summarize how Portugal built a trading empire in South and Southeast Asia.
 TOP: Exploration
 39. ANS: D PTS: 1 DIF: Moderate REF:

p. 451 | p. 464

OBJ: 14.4.1 Describe European contacts with Ming China. | 14.4.2 Understand the Manchu conquest and its impact on European trade. TOP: Exploration

40. ANS: C PTS: 1 DIF: Easy REF: p. 481

OBJ: 15.2.3 Describe how Portugal and other European nations challenged Spanish power.

TOP: Exploration

41. ANS: A PTS: 1 DIF: Difficult REF:

p. 484

OBJ: 15.3.2 Analyze the establishment and growth of the 13 English colonies.

TOP: Exploration

42. ANS: D PTS: 1 DIF: Easy REF: p. 487

OBJ: 15.4.1 Explain how triangular trade worked. TOP: Exploration

43. ANS: B PTS: 1 DIF: Moderate REF:

pp. 491-492

OBJ: 15.5.1 Explain how European exploration led to the Columbian exchange.

TOP: Exploration

44. ANS: D PTS: 1 DIF: Difficult REF:

p. 494

OBJ: 15.5.3 Understand the impact that mercantilism had on European and colonial economies.

TOP: Exploration

45. ANS: C PTS: 1 DIF: Moderate REF:

p. 507

OBJ: 16.1.2 Analyze how Spanish power increased under Philip II.

TOP: Exploration

46. ANS: D PTS: 1 DIF: Easy REF: p. 510

OBJ: 16.2.1 Understand how Henry IV rebuilt France after the wars of religion.

TOP: France

47. ANS: C PTS: 1 DIF: Moderate REF:

p. 514

OBJ: 16.2.4 Identify Louis XIV's successes and failures. TOP: France

48. ANS: A PTS: 1 DIF: Difficult REF:

p. 520

OBJ: 16.3.3 Understand how the English Civil War and the development of the Commonwealth led to the Glorious Revolution. TOP: England

49. ANS: D PTS: 1 DIF: Moderate REF:

p. 527

OBJ: 16.4.1 Outline causes and results of the Thirty Years' War.

TOP: Thirty Years' War

50. ANS: B PTS: 1 DIF: Moderate REF:

p. 529

OBJ: 16.4.2 Understand how Austria and Prussia emerged as great powers.

TOP: Austria | Prussia

51. ANS: C PTS: 1 DIF: Easy REF: p. 531

OBJ: 16.5.1 Explain how Peter the Great tried to make Russia into a modern state.

TOP: Russia

52. ANS: A PTS: 1 DIF: Moderate REF:

p. 535

OBJ: 16.5.3 Describe how Catherine the Great strengthened Russia.

TOP: Russia

53. ANS: C PTS: 1 DIF: Moderate REF:

pp. 587-588

OBJ: 18.3.4 Analyze how the French people were affected by the changes brought about by the revolution.

TOP: Reign of Terror

54. ANS: B PTS: 1 DIF: Easy REF: p. 594
 OBJ: 18.4.2 Explain how Napoleon built an empire and what challenges the empire faced.
 TOP: Napoleon

55. ANS: A PTS: 1 DIF: Easy REF: p. 600
 OBJ: 18.4.4 Outline how the Congress of Vienna tried to create a lasting peace.
 TOP: Congress of Vienna

56. ANS: A PTS: 1 DIF: Easy REF: p. 579
 OBJ: 18.2.2 Summarize the moderate reforms enacted by the National Assembly in August 1789.
 TOP: French Revolution

57. ANS: C PTS: 1 DIF: Moderate REF:
 p. 625
 OBJ: 19.4.3 Summarize the theories of socialism. TOP: Industrial Revolution

58. ANS: A PTS: 1 DIF: Difficult REF:
 pp. 625-626
 OBJ: 19.4.4 Explain Marx's views of the working class and the response to Marxism.
 TOP: Industrial Revolution

59. ANS: B PTS: 1 DIF: Easy REF: p. 614
 OBJ: 19.2.2 Describe the changes that transformed the textile industry.
 TOP: Industrial Revolution

60. ANS: D PTS: 1 DIF: Moderate REF:
 p. 634
 OBJ: 20.1.1 Understand the goals of the conservatives. TOP: ideologies

61. ANS: B PTS: 1 DIF: Difficult REF:
 pp. 636-637
 OBJ: 20.1.3 Summarize the early challenges to the old order in Europe.
 TOP: the Ottoman empire

62. ANS: A PTS: 1 DIF: Easy REF: p. 818
 OBJ: 26.1.1 Describe how international rivalries and nationalism pushed Europe toward war.
 TOP: World War I

63. ANS: D PTS: 1 DIF: Difficult REF:
 p. 825
 OBJ: 26.2.2 Describe how technology made World War I different from earlier wars.
 TOP: World War I

64. ANS: B PTS: 1 DIF: Moderate REF:
 p. 832
 OBJ: 26.3.3 Analyze the causes and effects of American entry into the war.
 TOP: World War I

65. ANS: B PTS: 1 DIF: Moderate REF:
 p. 840
 OBJ: 26.5.1 Explain the causes of the March Revolution. TOP: Russia

66. ANS: D PTS: 1 DIF: Difficult REF:
 p. 841
 OBJ: 26.5.2 Describe the goals of Lenin and the Bolsheviks in the November revolution.
 TOP: Russia

67. ANS: C PTS: 1 DIF: Moderate REF:
 p. 864
 OBJ: 27.2.5 Understand the roots of conflict between Jews and Arabs in the Palestinian mandate.
 TOP: the Middle East

68. ANS: B PTS: 1 DIF: Easy REF: p. 866
 OBJ: 27.3.2 Analyze how Mohandas Gandhi influenced the independence movement.
 TOP: India

69. ANS: A PTS: 1 DIF: Easy REF: p. 871

OBJ: 27.4.2 Analyze the struggle between two rival parties as they fought to control China.
 TOP: China
 70. ANS: B PTS: 1 DIF: Difficult REF:
 p. 876

OBJ: 27.5.2 Analyze how nationalists reacted to Japan's problems during the Great Depression.
 TOP: Japan
 71. ANS: A PTS: 1 DIF: Moderate REF:
 p. 899

OBJ: 28.3.1 Describe how conditions in Italy favored the rise of Mussolini.
 TOP: Fascism
 72. ANS: B PTS: 1 DIF: Easy REF: p. 914

OBJ: 28.5.1 Analyze the problems faced by the Weimar Republic.
 TOP: Hitler
 73. ANS: B PTS: 1 DIF: Moderate REF:
 p. 915

OBJ: 28.5.2 Describe the Nazi party's political, social, economic, and cultural policies.
 TOP: Hitler
 74. ANS: C PTS: 1 DIF: Moderate REF:
 p. 925

OBJ: 29.1.1 Analyze the threat to world peace posed by dictators in the 1930s and how the
 Western democracies responded. TOP: World War II
 75. ANS: D PTS: 1 DIF: Easy REF: p. 929

OBJ: 29.1.3 Summarize the ways in which continuing Nazi aggression led Europe to war.
 TOP: World War II
 76. ANS: D PTS: 1 DIF: Difficult REF:
 p. 935

OBJ: 29.2.1 Describe how the Axis powers came to control much of Europe but failed to
 conquer Britain.
 TOP: World War II
 77. ANS: C PTS: 1 DIF: Difficult REF:
 p. 942

OBJ: 29.3.2 Explain how Allied victories began to push back the Axis powers.
 TOP: World War II
 78. ANS: B PTS: 1 DIF: Moderate REF:
 p. 950

OBJ: 29.4.3 Explain the American strategy for ending the war against Japan and the
 consequences of that strategy. TOP: World War II
 79. ANS: C PTS: 1 DIF: Easy REF: p. 953

OBJ: 29.5.2 Summarize the organization of the United Nations.
 TOP: United Nations
 80. ANS: C PTS: 1 DIF: Moderate REF:
 p. 968

OBJ: 30.1.4 Compare and contrast the Soviet Union and the United States in the Cold War.
 TOP: Cold War
 81. ANS: C PTS: 1 DIF: Easy REF: p. 1003

OBJ: 30.5.1 Understand how the Soviet Union declined. TOP: Cold War
 82. ANS: B PTS: 1 DIF: Moderate REF:
 p. 1045

OBJ: 32.1.1 Explain the complex causes of ethnic and religious conflicts.
 TOP: regional conflicts
 83. ANS: D PTS: 1 DIF: Difficult REF:
 p. 1050

OBJ: 32.2.1 Understand South Africa's struggle for freedom. TOP: regional conflicts
 84. ANS: C PTS: 1 DIF: Difficult REF:

p. 1057

OBJ: 32.3.1 Understand why Arabs and Israelis fought over land.

TOP: regional conflicts

85. ANS: B PTS: 1 DIF: Moderate REF:

p. 1113

OBJ: 34.3.3 Discuss the environmental challenges that have resulted from industrial development.

TOP: globalization

SHORT ANSWER

86. ANS:

Answer should be that there was a flood, and may include a description of the storm.

PTS: 1 DIF: Easy REF: Ch. 2

OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact

87. ANS:

Answer should state that the landscape was leveled, or made perfectly flat. Answer may also point out that the landscape was described as mountainous before the flood.

PTS: 1 DIF: Moderate REF: Ch. 2

OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact

88. ANS:

Answer should suggest that the imagery and tone of the language evokes terror and awe, as well as helplessness in the face of nature.

PTS: 1 DIF: Difficult REF: Ch. 2

OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact

89. ANS:

Answer should discuss how the Greek coastline made the ocean accessible from every part of the mainland, as well as Greece's location relative to other civilizations.

PTS: 1 DIF: Moderate REF: Ch. 4

OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Geography's Impact

90. ANS:

Answer should provide description of the rocky, mountainous topography of Greece. Student response may also point out that rivers are short and somewhat scarce.

PTS: 1 DIF: Moderate REF: Ch. 4

OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Geography's Impact

91. ANS:

Answer should explain that the natural landscape isolated Greek city-states from one another. Mountains made travel difficult and the lack of rivers was not conducive to trade or transportation.

PTS: 1 DIF: Moderate REF: Ch. 4

OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Geography's Impact

92. ANS:

Answer should include valleys, mountains, snow, and rapids.

PTS: 1 DIF: Easy REF: Ch. 6
OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact
93. ANS:

Answer should discuss that the Inca road system allowed the emperor to stay in touch with a vast empire that was spread out over difficult terrain. Response may also point out that the road system brought a unity and shared culture to the Inca civilization.

PTS: 1 DIF: Moderate REF: Ch. 6
OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact
94. ANS:

Answer should point to the language in the excerpt regarding the seasons, terrain, and climate of India that make growing crops such as rice and barley possible.

PTS: 1 DIF: Moderate REF: Ch. 3
OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact
95. ANS:

Answer should be that the last part of the excerpt directs people to treat Earth with reverence.

PTS: 1 DIF: Easy REF: Ch. 3
OBJ: Analyzing Primary and Secondary Sources TOP: Geography's Impact
96. ANS:

Answer should be that they decree all Jews must leave Spain.

PTS: 1 DIF: Easy REF: Ch. 8
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
97. ANS:

Answer should explain that Jews were targeted because of religious intolerance. In addition, student may explain that Christians in Spain used the Inquisition against Muslims and Jews to force religious unity.

PTS: 1 DIF: Difficult REF: Ch. 8
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
98. ANS:

Answer should refer to language in the excerpt regarding a plentiful harvest.

PTS: 1 DIF: Moderate REF: Ch. 12
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
99. ANS:

Answer should refer to language in the excerpt listing numerous sacrifices, including finished cloth and animals.

PTS: 1 DIF: Moderate REF: Ch. 12
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
100. ANS:

Answer should refer to arrows showing Jewish migration from Italy to Cologne in 500 to 800 and migration from Cologne to Eastern Europe from 100 to 1400.

PTS: 1 DIF: Easy REF: Ch. 9
OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Belief Systems
101. ANS:

Answer should be from west to east.

PTS: 1 DIF: Easy REF: Ch. 9
OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Belief Systems
102. ANS:

Answer should quote or paraphrase language from the excerpt about a void in the beginning followed by the egg.

PTS: 1 DIF: Moderate REF: Ch. 3
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
103. ANS:

Answer should quote or paraphrase language from the excerpt describing Brahma as eternal and part of all things.

PTS: 1 DIF: Easy REF: Ch. 3
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
104. ANS:

Answer should quote or paraphrase the portion of the excerpt describing how all things will be endlessly destroyed and renewed.

PTS: 1 DIF: Moderate REF: Ch. 3
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
105. ANS:

Answer should explain that Jerusalem is where Muhammad ascended to heaven.

PTS: 1 DIF: Moderate REF: Ch. 8 | Ch. 10
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
106. ANS:

Answer should suggest that the Crusades increased hostility and distrust between Christians and Muslims, a legacy that continues in some places.

PTS: 1 DIF: Moderate REF: Ch. 8
OBJ: Analyzing Primary and Secondary Sources TOP: Belief Systems
107. ANS:

Answer should refer to the governor's request for Ghana to allow foreign traders to enter and exit the country freely.

PTS: 1 DIF: Moderate REF: Ch. 14
OBJ: Analyzing Primary and Secondary Sources TOP: Trade
108. ANS:

Answer should suggest that this letter is an example of why countries with cultural and political differences may elect to maintain a trading relationship.

PTS: 1 DIF: Difficult REF: Ch. 14
OBJ: Analyzing Primary and Secondary Sources TOP: Trade
109. ANS:

Answer should be horses, smallpox, and typhus.

PTS: 1 DIF: Moderate REF: Ch. 15 OBJ: Analyzing Graphic
Data
TOP: Trade
110. ANS:

Answer should describe the large amount of cloth used to make the merchant's garb, its richness, and its elaborate tailoring as clues to the merchant's wealth and prestige.

PTS: 1 DIF: Moderate REF: Ch. 15 OBJ: Analyzing Images

TOP: Trade

111. ANS:

Answer should point to the exotically patterned cloth on the table and the slips of paper for accounting.

PTS: 1 DIF: Moderate REF: Ch. 15 OBJ: Analyzing Images

TOP: Trade

112. ANS:

Answer should explain that the painting provides evidence that trade has created a merchant class as well as bringing different nations together in economic relationships.

PTS: 1 DIF: Difficult REF: Ch. 15 OBJ: Analyzing Images

TOP: Trade

113. ANS:

Answer should refer to language in the excerpt indicating that the Portuguese ambassador claimed they were on a mission of friendship and discovery, not an expedition to discover riches. Student response may also explore the admission by the diarist that this was a lie.

PTS: 1 DIF: Moderate REF: Ch. 14

OBJ: Analyzing Primary and Secondary Sources TOP: Trade

114. ANS:

Answer should point to the king's observation that the Portuguese brought no gifts nor did they deliver the letter of friendship they claimed to have from the king of Portugal.

PTS: 1 DIF: Moderate REF: Ch. 14

OBJ: Analyzing Primary and Secondary Sources TOP: Trade

115. ANS:

Answer should suggest that by opening trade routes in the East, the Portuguese laid a foundation for later conquest and colonization.

PTS: 1 DIF: Difficult REF: Ch. 14

OBJ: Analyzing Primary and Secondary Sources TOP: Trade

116. ANS:

Answer should be some combination of Venice, Genoa, Naples, and Pisa.

PTS: 1 DIF: Easy REF: Ch. 13

OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Trade

117. ANS:

Answer should point to Italy's central Mediterranean location, which allowed it to develop overland and sea routes in all directions.

PTS: 1 DIF: Moderate REF: Ch. 13

OBJ: Analyzing and Interpreting Special Purpose Maps TOP: Trade

118. ANS:

Answer should deduce from excerpt that a ban against contact with the Saracens had been in effect before the pope made an exception for Venice.

PTS: 1 DIF: Moderate REF: Ch. 10 | Ch. 13

OBJ: Analyzing Primary and Secondary Sources TOP: Trade

119. ANS:

Answer should quote or paraphrase language indicating that messengers from Venice came to the pope and argued that Venice needed to be able to trade since it was not an agricultural city.

PTS: 1 DIF: Moderate REF: Ch. 10 | Ch. 13

OBJ: Analyzing Primary and Secondary Sources TOP: Trade
120. ANS:

Answer should be that all three writers express the belief that men have natural rights that are independent of any other individual or government.

PTS: 1 DIF: Moderate REF: Ch. 17
OBJ: Analyzing Primary and Secondary Sources TOP: Culture
121. ANS:

Answer should point to imagery intended to mock the German military, including the depiction of German soldiers as physically unfit, poorly equipped, and unimposing.

PTS: 1 DIF: Easy REF: Ch. 26 OBJ: Analyzing Images
TOP: World War I
122. ANS:

Answer should quote or paraphrase language from the source that reveals the narrator sees the soldier as a real person with whom he shares much in common instead of as an abstraction.

PTS: 1 DIF: Moderate REF: Ch. 26
OBJ: Analyzing Primary and Secondary Sources TOP: World War I
123. ANS:

Answer should suggest that the reality of battle led to war weariness and disillusionment among soldiers and on the home front. Student responses may explore the idea that this was a different type of warfare in which greater casualties could be inflicted with new weapons such as mustard gas.

PTS: 1 DIF: Moderate REF: Ch. 26
OBJ: Analyzing Primary and Secondary Sources TOP: World War I
124. ANS:

Answer should quote or paraphrase Wilson's moral argument that the world must be made safe for democracy.

PTS: 1 DIF: Moderate REF: Ch. 26
OBJ: Analyzing Primary and Secondary Sources TOP: Political Systems
125. ANS:

Answer should explain that Wilson believed the German government was to blame for the war, not the German people. Student response may further elaborate that Wilson describes a war entered into by an ambitious autocracy without the consent of the people.

PTS: 1 DIF: Moderate REF: Ch. 26
OBJ: Analyzing Primary and Secondary Sources TOP: Political Systems
126. ANS:

Answer should be democracy, or a system with political liberty.

PTS: 1 DIF: Moderate REF: Ch. 26
OBJ: Analyzing Primary and Secondary Sources TOP: Political Systems
127. ANS:

Answer should point to Mussolini's observation that men are willing to suffer and die for their fascist beliefs. Student response may go on to observe that this is a fallacy, since fascism was resisted so strongly by those upon whom it was forced.

PTS: 1 DIF: Moderate REF: Ch. 28
OBJ: Analyzing Primary and Secondary Sources TOP: Political Systems
128. ANS:

Answer should quote or paraphrase Trotsky's contention that the Soviet regime dominates rather

than serves the masses.

PTS: 1 DIF: Easy REF: Ch. 28

OBJ: Analyzing Primary and Secondary Sources
129. ANS:

TOP: Political Systems

Answer should point to the original reasons for the Russian revolution and compare the pure workers' state proposed by Marx to the dictatorship headed by Stalin.

PTS: 1 DIF: Moderate REF: Ch. 28

OBJ: Analyzing Primary and Secondary Sources
130. ANS:

TOP: Political Systems

Answer should explain that Trotsky believed the masses should be the most powerful force in the Soviet Union.

PTS: 1 DIF: Moderate REF: Ch. 28

OBJ: Analyzing Primary and Secondary Sources
131. ANS:

TOP: Political Systems

Answer should refer to the imagery of a frightened woman and the charged words such as "shocking" and "menace."

PTS: 1 DIF: Moderate REF: Ch. 28–30 OBJ: Analyzing Images

TOP: Political Systems