

Exercise walk-through

1.4

State Building in the Americas

AP World History: Modern

The same three questions, asked of six regions

Ask the same three questions of each region: who held power, how was it paid for, and what made it last?

What was carried, and what it changed

East Asia	Chinese cultural traditions continued and influenced neighbouring regions – Korea, Japan and Vietnam adopted Confucianism , Buddhism and the writing system
the Song engine	Champa rice commercialised , the Grand Canal , and an increasingly economy
filial piety	the Confucian obligation that structured family and, by extension, the state
Dar al-Islam	Muslim states encouraged significant intellectual innovations and transfers – advances in mathematics, medicine and astronomy, and the preservation and translation of Greek texts
South and Southeast Asia	Hinduism , Islam and Buddhism continued to shape the region
their meeting	produced new forms – the bhakti movement , Sufism, and syncretic states

Belief systems in this period are best compared by what they **did politically**: who they legitimated, and which social order they underwrote.

The same three questions, asked of six regions, in detail

	East Asia	Dar al-Islam	S / SE Asia	Americas	Africa	Europe
state	exam-based bureaucracy	Turkic states post-Abbasid	sultanates, kingdoms	city-states, tribute empires	trading states, old kingdoms	fragmented, decentralised
beliefs	Neo-Confucian, Buddhist	Islam; Sufi missionaries	Hindu, Muslim, Buddhist	religion tied to rulers	Islam and Christianity	Christianity; the Church
economy	commercialised agriculture	trade and exchange	sea and land trade	farming + tribute	gold, salt, cattle	farming with serfdom

a comparison answer takes ONE row and TWO columns

One framework, six regions: state, belief system, and economic base are what comparison questions actually ask about

The Americas and Africa

In the **Americas**, state systems showed continuity, innovation, and diversity: the **Maya** city-states, the **Mexica** (Aztec) with tribute-based expansion, and the **Inca** with a centralised administration, labour obligation, and road system.

In **Africa**, state systems likewise varied: **Great Zimbabwe** grew on gold and cattle, **Ethiopia** was a long-established Christian kingdom, and the **Hausa Kingdoms** sat on trans-Saharan trade routes.

The outer walls of Great Zimbabwe



The outer walls of Great Zimbabwe - dry-stone construction, and a state built on the gold trade

Exercises 2.1·2.2

2.1 State the CED's comparative claim about the Americas.

[2]

2.2 Distinguish scope from reach.

[2]

Exercises 2.1·2.2

2.1 State the CED's comparative claim about the Americas. [2]

2.1

- state systems demonstrated continuity, innovation and diversity and expanded in scope and reach, as in Afro-Eurasia
-

2.2 Distinguish scope from reach. [2]

2.2

- scope is the range of functions the state performs; reach is how far it performs them

Exercise 2.3 (a)

2.3 American states developed independently of Afro-Eurasia.

(a) State what the shared pattern is therefore evidence about.

[1]

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[1]

(a)

- about state formation generally

Exercise 2.3 (b)

2.3 American states developed independently of Afro-Eurasia.

(b) State what it is not evidence of.

[1]

Exercise 2.3 (b)

2.3 American states developed independently of Afro-Eurasia.

(b) State what it is not evidence of.

[1]

(b)

- of diffusion or contact between the hemispheres

Exercises 3.1-3.2

3.1 “As in Afro-Eurasia” makes the Americas

[1]

☐

A an exception to the pattern

B an instance of it

C irrelevant

D the origin of it

3.2 “Reach” refers to

[1]

☐

A the functions a state performs

B how far it performs them

C its population

D its religion

Exercises 3.1-3.2

3.1 “As in Afro-Eurasia” makes the Americas

[1]

- ☐ **A** an exception to the pattern
B an instance of it
C irrelevant
D the origin of it

3.1 B

- the comparison is written into the sentence

3.2 “Reach” refers to

[1]

- ☐ **A** the functions a state performs
B how far it performs them
C its population
D its religion

3.2 B

- reach is distance and extent

Exercise 3.3 (a)

3.3 A state adds tribute collection to an area it already governs.

(a) State whether this is scope or reach.

[1]

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[1]

(a)

- scope

Exercise 3.3 (b)

3.3 A state adds tribute collection to an area it already governs.

(b) Explain the difference with an example of the other.

[2]

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3.3 A state adds tribute collection to an area it already governs.

(b) Explain the difference with an example of the other. [2]

(b)

- reach would be extending existing tribute collection to new territory, so the two can grow separately