

Week 7

AP World History: Modern

Homework bundle for this week

本周作业合集

exercises.lol

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AP World History: Modern

Name: _____ Score: _____

1. Select **all** the means of imperial expansion the CED names.

- ☐ gunpowder
- ☐ cannons
- ☐ armed trade
- ☐ the printing press

Tick every correct option.

2. Select **all** the CED's methods of maintaining centralised control.

- ☐ recruitment of bureaucratic elites
- ☐ development of military professionals
- ☐ monumental architecture
- ☐ hereditary landholding

Tick every correct option.

3. The Reformation reduced the overall reach of Christianity.

- ☐ True ☐ False

4. The object of this comparison is...

- ☐ empires
- ☐ methods
- ☐ rulers
- ☐ dates

5. Select **all** the CED's four land-based empires.

- ☐ Manchu
- ☐ Mughal
- ☐ Ottoman
- ☐ Songhai

Tick every correct option.

6. Tax farming means the state...

- ☐ collects taxes directly
- ☐ sells the right to collect, getting money

- ☐ abolishes taxes
- ☐ taxes only merchants

7. The Ottoman–Safavid rivalry’s effect on the Sunni–Shi’a split was to...

- ☐ create it
- ☐ intensify it
- ☐ end it
- ☐ have no effect

8. Select **all** four methods the unit has supplied.

- ☐ military
- ☐ administrative
- ☐ ideological
- ☐ fiscal

Tick every correct option.

9. The gunpowder-empire argument is mainly about Europe.

- ☐ True
- ☐ False

10. Select **all** the CED’s tools of legitimation.

- ☐ religious ideas
- ☐ art
- ☐ monumental architecture
- ☐ tax farming

Tick every correct option.

AP World History: Modern

1. **gunpowder; cannons; armed trade**

A merchant fleet that can shoot is itself a form of expansion.

2. **recruitment of bureaucratic elites; development of military professionals**

Architecture legitimises; hereditary landholding is the opposite of centralised control.

3. **False**

The CED says **both** the Protestant and Catholic reformations **contributed to the growth** of Christianity.

4. **methods**

So the paragraph is organised by method, with empires appearing inside each one.

5. **Manchu; Mughal; Ottoman**

The Safavids complete the four; Songhai appears as a rivalry example.

6. **sells the right to collect, getting money now**

The farmer keeps the surplus — and gains local power in the process.

7. **intensify it**

The division long predates both empires; the CED's verb is *intensified*.

8. **military; administrative; ideological; fiscal**

Each has appeared in 3.1, 3.2 or 3.3.

9. **False**

The CED says **both hemispheres**, and none of its four land empires is European.

10. **religious ideas; art; monumental architecture**

Tax farming raises revenue; it does not argue for the ruler.

3.1 Empires Expand

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS safavid 萨法维 • ottoman 奥斯曼 • mughal 莫卧儿 • land-based empires 陆上帝国 • rivalries and con

Objective

Build the skills to explain the **land-based empires** 陆上帝国 of 1450-1750.

You must be able to:

- state the CED's technological explanation of imperial expansion
- name the four land empires and their regions
- explain what 'in both hemispheres' adds
- state what led to rivalries between states

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The explanation

Imperial expansion **relied on the increased use of gunpowder, cannons and armed trade** to establish large empires in both hemispheres. Note the third item: armed trade is a commercial method as much as a military one.

■ Four empires

The **Manchu** in Central and East Asia; the **Mughal** in South and Central Asia; the **Ottoman** in Southern Europe, the Middle East and North Africa; and the **Safavids** in the Middle East.

■ Both hemispheres

The same technological basis produced empires in the Americas as well as Eurasia. The CED is denying that gunpowder empire-building was a regional peculiarity.

■ Rivalries

Political and religious disputes led to rivalries and conflict between states. 3.3 supplies the religious half — the Ottoman-Safavid rivalry intensified the Sunni-Shi'a split.

2 Practice

2.1 State the CED’s technological explanation and name its three elements. [3]

2.2 Name the four land empires with one region each. [2]

2.3 “Armed trade” appears beside gunpowder and cannons.

(a) State why it is unlike the other two. [1]

(b) State what led to rivalries between these states. [2]

3 Exam-style questions

3.1 The Safavid Empire is located in [1]

- **A** East Asia
- **B** the Middle East
- **C** North America
- **D** Southern Africa

3.2 “In both hemispheres” denies that gunpowder empire-building was [1]

- **A** effective
- **B** a regional peculiarity
- **C** expensive
- **D** technological

3.3 Two empires with the same weapons go to war over doctrine.

(a) Name the pair the CED implies. [1]

(b) Explain why shared technology does not prevent conflict.

[2]

Solutions

2.1 expansion relied on increased use of gunpowder, cannons and armed trade.

2.2 Manchu — Central and East Asia; Mughal — South and Central Asia; Ottoman — Southern Europe, Middle East, North Africa; Safavid — Middle East.

2.3 (a) it is a commercial method as well as a military one. (b) political and religious disputes.

3.1 B. the CED places them in the Middle East.

3.2 B. it happened in both hemispheres.

3.3 (a) the Ottomans and the Safavids. (b) technology decides how a war is fought, not whether one occurs; the causes the CED gives are political and religious.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.
- B.** Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires.
- C.** Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
- B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
- C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.

“It was by the grace of God, glory be to Him, that He came to the rescue of Islam, by reviving its last breath and restoring in Egypt the unity of the Muslims [in the mid-thirteenth century]. He did this by sending the Mamluks to the Muslims as guardian rulers and devoted defenders, who were imported as slaves from the lands of the heathen Qipchaq Turks. The Turkish slaves embrace Islam with the determination of true believers, while retaining their nomadic virtues.

The slave merchants bring them to Egypt in batch after batch. Then the rulers lodge them in the royal chambers, and give them a careful upbringing, including the study of the Qur’an. Then they train them in the use of the bow and the sword, in riding horses, and in fighting with the lance until they become tough and seasoned soldiers. When the rulers are convinced that they are prepared to defend and die for them, they increase their pay, lands, and incomes. Then they appoint them to high offices of state, and even sultans are chosen from them who direct the affairs of the Muslims.”

Source: Ibn Khaldun, Arab scholar and historian writing about the Mamluk dynasty of Egypt, late fourteenth century

2. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim that the author makes about the Mamluks in the **first paragraph**.
- b. Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450.
- c. Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750.

3.2 Empires: Administration

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS tax farming 包税制 • tribute collection 纳贡 • legitimised and consolidated 巩固 • military profession

Objective

Build the skills to explain how rulers **legitimised and consolidated** 巩固 power.

You must be able to:

- distinguish legitimising from consolidating
- name the two human instruments of centralised control
- name the three cultural means of legitimation
- name the three revenue methods

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Two different jobs

Legitimise: persuade subjects the rule is rightful. **Consolidate:** make the rule effective. The CED's objective names both, and different methods do each.

■ Human instruments

Recruitment and use of bureaucratic elites, as well as **the development of military professionals**, became more common among rulers who wanted to maintain centralised control over their populations and resources.

■ Cultural means

Rulers **continued to use religious ideas, art and monumental architecture** to legitimise their rule. "Continued" makes this the continuity in a subtopic about change.

■ Revenue

Tribute collection, tax farming and innovative tax-collection systems — used to generate revenue **in order to forward state power and expansion**. Revenue is a means, not the goal.

2 Practice

2.1 Distinguish legitimising from consolidating. [2]

2.2 Name the three cultural means of legitimation. [3]

2.3 Rulers raised revenue by three methods.

(a) Name them. [3]

(b) State the purpose the CED gives. [1]

3 Exam-style questions

3.1 The word “continued” marks the cultural means as [1]

- **A** a break with the past
- **B** a continuity
- **C** an invention
- **D** a failure

3.2 Revenue is described as serving [1]

- **A** no purpose
- **B** state power and expansion
- **C** private wealth only
- **D** religious institutions only

3.3 A ruler builds a great mosque and hires a professional army in the same decade.

(a) State which act does which job. [2]

(b) Explain why a ruler needs both.

[1]

Solutions

2.1 legitimising persuades subjects the rule is rightful; consolidating makes the rule effective.

2.2 religious ideas; art; monumental architecture.

2.3 (a) tribute collection; tax farming; innovative tax-collection systems. (b) to forward state power and expansion.

3.1 B. the CED's own word.

3.2 B. revenue is a means to power and expansion.

3.3 (a) the mosque legitimises; the army consolidates. (b) force without acceptance is costly to maintain, and acceptance without force cannot enforce a decision.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one technological or military factor that contributed to the expansion of Muslim empires such as the Ottoman, Safavid, or Mughal Empires during the period circa 1300 to 1600.
- B.** Explain one way that Muslim rulers during the period circa 1300 to 1600 used economic policies to generate revenue for their states or empires.
- C.** Explain one reason why some Muslim rulers during the period circa 1300 to 1600 adopted tolerant policies toward religious or ethnic minorities in their states or empires.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
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WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes**

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“Under the Mughals, Hindus and Muslims interacted in economics, politics, social life, the arts, and culture. Through migration and conversion, the Muslim population of India grew from about 400,000 in 1200, . . . to 12.8 million in 1535, to perhaps 50 million by 1800. Muslim scholars and Sufi religious mystics and saints migrated to India from Iran, Turkey, and Central Asia. Some came in search of government jobs, others for new cultural opportunities, to study, or to spread their own beliefs. Some of the best poets immigrated from Persia.

Similarly, imperial court painters, who produced masterpieces in the Persian and Mughal miniature styles, interacted with painters of the Rajput schools in local Hindu courts across north India, resulting in artistic innovations in both. On the level of mystical belief and experience, an astonishing syncretism emerged between Hindus and Muslims, especially in the poetry of Kabir [died circa 1520] and of Guru Nanak (1469–1538), the originator of the Sikh religion. Mystics in the two communities, Hindu *bhakti* (devotional) worshippers and Muslim Sufis, frequently had warm personal relations and often attracted followers from each others’ communities.”

Howard Spodek and Michele Langford Louro, United States historians,
article published in a scholarly journal, 2007

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE claim that the authors make in the **first paragraph**.
- b. Identify ONE piece of evidence that the authors use to support their claims about cultural interactions between Hindus and Muslims as described in the **second paragraph**.
- c. Explain ONE reason why Mughal rulers in the period circa 1450–1750 would have encouraged the interactions described in the passage.

3.3 Empires: Belief Systems

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS sikhism 锡克教 • protestant reformation 新教改革 • ottoman 奥斯曼 • safavid 萨法维

Objective

Build the skills to explain **continuity and change in belief** 信仰体系.

You must be able to:

- state the double effect of the Reformation
- explain how political rivalry intensified a religious split
- state the context in which Sikhism developed
- explain why belief and politics are inseparable here

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The Reformation's double effect

The Protestant Reformation **marked a break with existing Christian traditions**, and **both the Protestant and Catholic reformations contributed to the growth of Christianity**. A break and a growth in the same sentence.

■ Rivalry and split

Political rivalries between the Ottoman and Safavid empires **intensified** the split within Islam between Sunni and Shi'a. The split existed; the rivalry deepened it.

■ Sikhism

Sikhism developed in South Asia **in a context of interactions between Hinduism and Islam** — a new tradition emerging from the meeting of two others.

■ Inseparable

In all three cases the religious history is also a political one: rulers back confessions, and confessional difference supplies a language for state rivalry.

2 Practice

2.1 State the double effect of the Reformation. [2]

2.2 Explain how political rivalry affected the Sunni-Shi'a split. [2]

2.3 Sikhism developed in a particular context.

(a) State it. [1]

(b) State what all three examples show about religion and politics. [2]

3 Exam-style questions

3.1 The CED says the reformations contributed to [1]

- **A** the decline of Christianity
- **B** the growth of Christianity
- **C** no change
- **D** the end of Christianity

3.2 The Ottoman-Safavid rivalry [1]

- **A** created the Sunni-Shi'a split
- **B** intensified an existing split
- **C** healed the split
- **D** was unrelated to it

3.3 A doctrinal difference becomes a border.

(a) State what has happened. [1]

(b) Explain why this makes the difference harder to resolve.

[2]

Solutions

2.1 it marked a break with existing Christian traditions; both reformations contributed to the growth of Christianity.

2.2 the split already existed; the rivalry intensified it.

2.3 (a) interactions between Hinduism and Islam in South Asia. (b) rulers back confessions and confessional difference supplies a language for state rivalry.

3.1 B. growth, despite the break.

3.2 B. “intensified” is the CED’s verb.

3.3 (a) a religious difference has acquired a political interest. (b) resolving it would now require a state to concede territory or authority, so the doctrinal question is no longer the only thing at stake.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

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WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes**

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Similarly, imperial court painters, who produced masterpieces in the Persian and Mughal miniature styles, interacted with painters of the Rajput schools in local Hindu courts across north India, resulting in artistic innovations in both. On the level of mystical belief and experience, an astonishing syncretism emerged between Hindus and Muslims, especially in the poetry of Kabir [died circa 1520] and of Guru Nanak (1469–1538), the originator of the Sikh religion. Mystics in the two communities, Hindu *bhakti* (devotional) worshippers and Muslim Sufis, frequently had warm personal relations and often attracted followers from each others’ communities.”

Howard Spodek and Michele Langford Louro, United States historians,
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3.4 Comparison in Land-Based Empires

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS compare empires 比较帝国

Objective

Build the skills to **compare empires** 比较帝国.**You must be able to:**

- state what the CED's KC-4.3 says empires did
- explain the two-way phrase 'shaping and being shaped'
- name a similarity and a difference between two land empires
- state the basis on which the comparison is made

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ KC-4.3

Empires achieved **increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.**

■ Two-way

"Shaping and being shaped" refuses a one-way story. An empire that incorporates a population is changed by it — in administration, in law, in religion, in the composition of its elite.

■ Similarity and difference

Similarity: all four land empires used gunpowder weaponry and centralised administration. **Difference:** how each handled religious diversity — 4.7 records that some states accommodated diversity while others suppressed it.

■ The basis

Name it explicitly: the treatment of subject populations. Without a stated basis, a comparison is two descriptions.

2 Practice

2.1 State the CED’s claim in KC-4.3. [2]

2.2 Explain what “shaping and being shaped” refuses. [2]

2.3 Compare two land empires.

(a) State a similarity. [1]

(b) State a difference and the basis of comparison. [2]

3 Exam-style questions

3.1 “Shaping and being shaped” makes the relationship [1]

- **A** one-way
- **B** two-way
- **C** absent
- **D** hostile

3.2 A comparison without a stated basis is [1]

- **A** complete
- **B** two descriptions
- **C** a causation claim
- **D** an evaluation

3.3 Write a comparison of how two land empires treated religious diversity. [4]

Solutions

2.1 empires achieved increased scope and influence, shaping and being shaped by the diverse populations they incorporated.

2.2 a one-way story in which only the empire acts; the incorporated population changes the empire's administration, law, religion or elite.

2.3 (a) all used gunpowder weaponry and centralised administration. (b) some accommodated religious diversity while others suppressed it; the basis is the treatment of subject populations.

3.1 B. both directions.

3.2 B. the comparative sentence is missing.

3.3 the basis stated; a similarity with evidence; a difference with evidence; a sentence relating the two.

WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

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“[A]lready well before the twelfth and thirteenth centuries, an enormous amount of [history] had been written, and Muslims were well on their way to generating a tradition that outstripped in size and quality anything written by . . . Jews or Christians. The impulse [for so much history writing] was two-fold. [First], the spectacular success of empire building during the seventh and eighth centuries created a market of readers hungry for historical narrative, . . . which offered lessons and models to rulers, their courts, and urban elites. . . . Second, . . . many were enthusiastic about those forms [of history writing] that reinforced traditional religious institutions . . . and attitudes. In practice, this meant that they wrote a great many [biographies] of religious figures and of the Prophet [Muhammad]. . . .

Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

Chase F. Robinson, historian, *Islamic Historiography*, book written in
2003

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Identify ONE argument that the author makes in the **first paragraph**.
- b. Identify ONE piece of evidence that the author uses to support an argument in the passage.
- c. Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power.