

“Asia experienced a temporary gain from the discovery of America, but Africa suffered. America had all the silver and gold Europe needed, and this destroyed the African gold markets and the dependent trade networks. Cities such as Timbuktu and the Songhai Empire of which it was a part crumbled as merchants abandoned the ancient trade routes.

To replace the Mediterranean trade of cloth, beads, leather, and metals upon which the Africans had become dependent, the Africans now had only one commodity that the Europeans wanted—slaves. For centuries the African merchants had sold a small but steady number of slaves to the Middle East, but with the decline of their traditional European trade and with the opening of America, the slave trade became a boom. The Africans thus became victims of the discovery of America as surely as did the American Indians.”

Source: Jack Weatherford, United States anthropologist, academic book, 1988

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

- A. Identify one claim that the author makes in the first paragraph about the effect of the discovery of the Americas on Africa.
- B. Describe one economic change in the Americas that occurred as a result of the developments discussed in the second paragraph.
- C. Explain one reason why “American Indians” “became victims of the discovery of America” as suggested by the author in the last sentence of the passage.

“History teaches us that those who forget to think about themselves will be forgotten by others! It is this principle that prompts me to publish a women’s newspaper.

My sisters, join me so that we shall not be left behind while everyone else around us is pushing forward. We demand the right to cultivate our human potential and the right to act independently in the state.

We want to spread the great ideas of liberty and humanity through every avenue open to us. To the wider world, we want to spread these ideas through the press. Within the narrower world of our families, we want to spread these ideas through example, instruction, and child-rearing.

We want to earn our liberty and humanity, not by striving individually—each one for herself—but rather by looking after those who languish forgotten and neglected in poverty, misery, and ignorance—each for all.”

Source: Louise Otto-Peters, German writer, first issue of the Women’s Newspaper, the first women’s newspaper published in Germany, 1849. The newspaper was banned by the government in Saxony, Germany.

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

- A. Identify one likely audience for the claims that the author makes in the passage.
- B. Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph.
- C. Explain how one ideology or set of ideas likely influenced the author’s claims in the passage.

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.

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

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

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

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.

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“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.