

“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.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to **parts a, b, and c**.

- a. Identify ONE method Europeans used to expand their empires in the Americas in the period circa 1450–1750.
- b. Explain ONE way European colonialism affected Indigenous peoples in the Americas in the period circa 1450–1750.
- c. Explain ONE way European interactions with non-European peoples in the Americas contributed to the development of a global economy in the period circa 1450–1750.

Graduation Ceremony at a Christian Theological Seminary in Northern India, 1897



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The image shows two British missionaries (second row, center) surrounded by Indian graduates. The seminary (religious school) was founded in 1871 to educate and train Indian missionaries.

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

- a. Identify ONE development during the period 1450 to 1750 that contributed to the activities shown in the image.
- b. Explain ONE reason why imperialist governments often supported activities of the type shown in the image during the nineteenth and early twentieth centuries.
- c. Explain ONE way indigenous peoples in Africa and/or Asia resisted the spread of the cultural practices reflected in the image during the nineteenth and early twentieth centuries.

“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.**

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

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- Identify ONE reason for the increase in the movement of enslaved peoples across the Atlantic Ocean during the period circa 1450–1750.
- Explain ONE way the increasing number of enslaved peoples resulted in social or cultural change in the Americas during the period circa 1450–1750.
- Explain ONE way the increased demand for enslaved peoples affected African populations during the period circa 1450–1750.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- Identify ONE **technological** development that contributed to Europeans’ ability to spread religious ideas in the Americas during the period 1450–1750.
- Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.
- Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.