

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.

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

- a. Identify ONE way Asians **resisted** Western imperialism in the period circa 1800–1914.
- b. Explain ONE way European imperialism changed the cultures of peoples in Asia in the period circa 1800–1914.
- c. Explain ONE way European imperialism in Asia contributed to changes in the global economy in the period circa 1800–1914.

END OF SECTION I

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.

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.

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing.

Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern imperialism, namely nationalism.”

Source: Anthony Pagden, British historian, *Peoples and Empires*, 2003

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

- a. Identify ONE claim that the author makes in the passage.
- b. Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the **second paragraph**.
- c. Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**.

WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes****Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

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“Late Ottoman society underwent significant modernization, a process that was both caused and accelerated by the state reorganization program, Tanzimat, beginning in 1839. . . . Modern-educated Ottomans soon began to emphasize in their writings the importance of European sciences. . . . Science was seen by many officials and learned figures as the only tool to solve the problems of the empire. . . . This elite group of Westernized Ottoman intellectuals . . . even adopted the belief in the supremacy of science in all aspects of life and proposed to adopt a completely [Westernized] worldview.

However, this [Westernized Ottoman] elite was not the only group that focused on modern European thought. Extreme views . . . sparked opposition, especially among religious circles, but they also kindled a general curiosity among . . . a new generation of modern Ottoman religious scholars who emphasized an alternative approach toward modernization. [These scholars] proposed to combine their traditional heritage with modern ideas and methods . . . [and], while advocating the adoption of industrialization and political reforms, rejected a cultural identification with the West.”

M. Sait Özervarli, historian, “Alternative Approaches to Modernization in the Late Ottoman Period,” scholarly article, published in 2007

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

- a. Identify ONE nineteenth-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the **first paragraph**.
- b. Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the nineteenth century.
- c. Explain how ONE OTHER non-Western state’s attempts to modernize in the nineteenth century led to conflicts among members of the elite similar to those described in the passage.