

“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.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

- a. Identify ONE way that environmental conditions contributed to the beginning of industrialization in the eighteenth and early nineteenth centuries.
- b. Explain ONE way societies or governments reacted to industrialization in the eighteenth and nineteenth centuries.
- c. Explain ONE way human activity led to environmental changes in the twentieth century.

END OF SECTION I**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.

“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.