Excerpt from the Sumerian *Epic of Gilgamesh*:

With the first glow of dawn,
   A black cloud rose up from the horizon.

Turning to blackness all that had been light.

   The wide land was shattered like a pot!
   For one day the south-storm blew,

   Gathering speed as it blew, submerging the mountains,
   Overtaking the people like a battle.
   No one can see his fellow,
   Nor can the people be recognized from heaven.

Six days and six nights
   Blows the flood wind, as the south-storm sweeps the land.
   When the seventh day arrived,
   The flood-carrying south-storm subsided in the battle,
   Which it had fought like an army.
   The sea grew quiet, the tempest was still, the flood ceased.
   I looked at the weather. Stillness had set in,
   And all of mankind had returned to clay.

   The landscape was as level as a flat roof.

1. What sort of natural disaster is described in this excerpt?

2. How did this disaster affect the land and the people?

3. How does this excerpt reflect how people felt about such events?

Sculpture of a Phoenician trading ship from about 100 B.C.:
4. What geographic factor led the Phoenicians to become traders?

5. How did Phoenicians help spread civilization?

**Geography of Ancient Greece:**

6. What is the main geographic feature of the interior mainland of Greece?

7. How did the geography of Greece influence the development of city-states?
The Inca Road System

In human memory, I believe that there is no account of a road as great as this, running through deep valleys, high mountains, banks of snow, torrents of water, living rock, and wild rivers. . . . In all places it was clean and swept free of refuse, with lodgings, storehouses, Sun temples, and posts along the route. Oh! Can anything similar be claimed for Alexander [the Great] or any of the powerful kings who ruled the world . . .?

—Spanish explorer Pedro Cieza de León, admiring the Inca road system in the 1500s

8. What were some geographic features of the Inca empire?

9. How was the Inca road-building a response to the Andean geography?

10. Why did Cieza de León admire the Inca road system?

China, 221 B.C.–220 A.D.:

11. Why was the Great Wall built where it was?

12. How did China’s location prevent much early communication and trade with the West?

13. The rulers of ancient China believed their culture superior to the other cultures they encountered. How might geography explain this feeling of superiority?

A French apprentice agreement of 1250:
I, Peter Borre, in good faith and without guile, place with you, Peter Feissac, weaver, my son Stephen, for the purpose of learning the trade or craft of weaving, to live at your house, and to do work for you . . . for four continuous years, promising you by this agreement to take care that my son does the said work, . . . will neither steal nor take anything away from you, nor flee nor depart from you for any reason, until he has completed his apprenticeship.

14. What trade is Stephen Borre going to learn?

15. What will Stephen Borre’s duties and responsibilities be?

16. How does this document reflect the growth of commerce in medieval life?

**Excerpt from the Alhambra Decree issued in 1492 by Isabella and Ferdinand of Spain:**

Therefore, with the council and advice of the eminent men and cavaliers of our reign, and of other persons of knowledge and conscience of our Supreme Council, after much deliberation, it is agreed and resolved that all Jews and Jewesses be ordered to leave our kingdoms, and that they never be allowed to return.

And we further order in this edict that all Jews and Jewesses of whatever age that reside in our domain and territories, that they leave with their sons and daughters. Their servants and relatives, large and small, of whatever age, by the end of July of this year, and that they dare not return to our lands, not so much as to take a step on them not trespass upon them in any other manner whatsoever. Any Jew who does not comply with this edict and is to be found in our kingdom and domains, or who returns to the kingdom in any manner, will incur punishment by death and confiscation of all their belongings.

Given in this city of Granada on the thirty-first day of March in the year of our Lord Jesus Christ–1492.

Signed, I, the King, I, the Queen, Juan de Coloma, Secretary of the King and Queen, which I have written by order of our Majesties.

17. What do Isabella and Ferdinand of Spain decree should happen?

18. What will happen to anyone who disobeys the decree?

19. Who was targeted by this decree, and why?

**Excerpt from the Yengishiki, a collection of Shinto rituals (927 A.D.):**

The Harvest Ritual
I declare in the presence of the sovereign gods of the Harvest, if the sovereign gods will bestow, in many-bundled spikes and in luxuriant spikes, the late-ripening harvest which they will bestow, . . . then I will fulfill their praises by presenting the first-fruits in a thousand ears, and in many hundred ears; . . . I will present them in juice and in grain. As to things which grow in the great field plain—sweet herbs and bitter herbs; as to things which dwell in the blue sea plain things wide of fin, and things narrow of fin, down to the weeds of the offing, and weeds of the shore; and as to Clothes, with bright cloth, glittering cloth, soft cloth, and coarse cloth will I fulfil their praises. And having furnished a white horse, a white boar, and a white cock, and the various kinds of things in the presence of the sovereign gods of the Harvest, I fulfil their praises by presenting the great Offerings of the sovereign Grand-child’s augustness.

20. For what does the speaker of this ritual ask?

21. What does the speaker of this ritual offer in return?

**Jewish Expulsions and Migrations**

![Map of Jewish Expulsions and Migrations](image)

22. What pattern of Jewish migration and expulsion does the map show for Cologne, Germany?

23. In which general direction did Jewish people travel from 1497 to 1650 A.D.?

**Christianity in Europe**
24. What time period does this map cover?

25. Which parts of Europe did not become Christian?

**Interior of La Mezquita (The Mosque)—Córdoba, Spain**

26. For what religion was this building constructed?
27. How did Muslim culture affect Spanish culture?

Muslim leader Saladin recaptured Jerusalem from the European Christians in 1187. When Richard I of England led the Third Crusade against the Muslims, Saladin warned him what to expect in the following message:

To us Jerusalem is as precious...as it is to you, because it is the place from where our Prophet [Muhammad] made his journey by night to heaven. . . . Do not dream that we will give it up to you.

28. What is the main idea of Saladin’s message to Richard?

29. Why is Jerusalem a holy place to Muslims?

30. How did the Crusades affect the relationship between Christians and Muslims?

The Columbian Exchange

<table>
<thead>
<tr>
<th>From the Western Hemisphere</th>
<th>From the Eastern Hemisphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn</td>
<td>Wheat</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Sugar</td>
</tr>
<tr>
<td>Sweet potatoes</td>
<td>Bananas</td>
</tr>
<tr>
<td>Beans</td>
<td>Rice</td>
</tr>
<tr>
<td>Peanuts</td>
<td>Oats</td>
</tr>
<tr>
<td>Squash</td>
<td>Barley</td>
</tr>
<tr>
<td>Pumpkins</td>
<td>Rye</td>
</tr>
<tr>
<td>Chili peppers</td>
<td>Grapes</td>
</tr>
<tr>
<td>Turkeys</td>
<td>Coffee</td>
</tr>
<tr>
<td>Pineapples</td>
<td>Horses</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Pigs</td>
</tr>
<tr>
<td>Cocoa</td>
<td>Cows, Oxen</td>
</tr>
<tr>
<td>Cassava</td>
<td>Goats</td>
</tr>
<tr>
<td>Silver</td>
<td>Chickens</td>
</tr>
<tr>
<td>Quinine</td>
<td>Smallpox</td>
</tr>
<tr>
<td>Sunflowers</td>
<td>Typhus</td>
</tr>
</tbody>
</table>

31. What metal ore went from the Western Hemisphere to the Eastern Hemisphere?

32. What nonfood items went from the Eastern Hemisphere to the Western Hemisphere?

33. How does the Columbian Exchange still influence life today?

This portrait of a German merchant was painted in 1532 by Hans Holbein the Younger:
34. How do the merchant’s clothes reflect his status?

35. What other details in the painting indicate that the subject is a merchant?

36. How does the painting illustrate the rising importance of trade in this period?

In 1198, Pope Innocent III granted Venice a special license to trade with Muslim peoples, here referred to as “the Saracens”:

Following the example of Pope Gregory, our predecessor of pious memory, we have placed under sentence of excommunication all those who in future consort with the Saracens, directly or indirectly, or who attempt to give or send aid to them by sea, as long as the war between them and us shall last.
But our beloved sons Andreas Donatus and Benedict Grilion, your messengers, recently came . . . and were at pains to explain to us that by this decree your city was suffering no small loss, for she is not devoted to agriculture but rather to shipping and to commerce. We, therefore, induced by the paternal affection we have for you, and commanding you . . . not to aid the Saracens by selling or giving to them or exchanging with them iron, flax, pitch, pointed stakes, ropes, arms, helmets, ships, and boards, or unfinished wood, do permit for the present, until we issue further orders, the taking of goods, other than those mentioned, to Egypt and Babylon, whenever necessary.

37. Why was it necessary for Venice to get permission to trade in Egypt and Babylon, or Persia?

38. What convinced the pope to give the Venetians a license?

39. Why did the pope still forbid the trade of certain items?

---

[T]he power of population is indefinitely greater than the power in the earth to produce subsistence for man.

Population, when unchecked, increases in a geometrical ratio. Subsistence increases only in an arithmetical ratio. A slight acquaintance with numbers will show the immensity of the first power in comparison of the second. . . .

By that law of our nature which makes food necessary to the life of man, the effects of these two unequal powers must be kept equal.

This natural inequality of the two powers of population and of production in the earth, and that great law of our nature which must constantly keep their effects equal, form the great difficulty that to me appears insurmountable in the way to the perfectibility of society. . . . No fancied equality, no agrarian regulations in their utmost extent, could remove the pressure of it even for a single century. And it appears, therefore, to be decisive against the possible existence of a society, all the members of which should live in ease, happiness, and comparative leisure; and feel no anxiety about providing the means of subsistence for themselves and families.
Consequently, if the premises are just, the argument is conclusive against the perfectibility of the mass of mankind.

—From An Essay on the Principle of Population by Thomas Malthus, 1798

40. Why does Thomas Malthus believe that a perfect society is impossible?

41. What happened to the population of London during and after Malthus’ lifetime?

42. Has population remained a critical issue throughout modern history? Explain your answer.

The Enlightenment

To understand political power aright, and derive it from its original, we must consider what estate all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons as they think fit, within the bounds of the law of Nature, without asking leave or depending upon the will of any other man.

—John Locke, The Second Treatise of Civil Government, 1690

No man has received from nature the right to give orders to others. Freedom is a gift from heaven, and every individual of the same species has the right to enjoy it as soon as he is in enjoyment of his reason.

—Denis Diderot, Encyclopedia, 1752

In short, it is the greatest absurdity to suppose it in the power of one, or any number of men, at the entering into society, to renounce their essential natural rights, or the means of preserving those rights; when the grand end of civil government, from the very nature of its institution, is for the support, protection, and defence of those very rights; the principal of which, as is before observed, are Life, Liberty, and Property.

—Samuel Adams, “The Rights of the Colonists,” 1772

43. What common idea do all three writers express?

44. How did Locke’s philosophy influence revolutionaries in France and the British colonies?

45. How did the United States incorporate the idea of natural law into its new form of government?

In this 1778 letter from the composer Wolfgang Amadeus Mozart to his father, Mozart criticizes the singer Meissner for using an old-fashioned vocal style:

Meissner, as you know, has the bad habit of purposely making his voice tremble, marking thus entire quarter and eighth notes; I never could endure it in him. It is indeed despicable and contrary to all naturalness in song. True the human voice trembles of itself, but only in a degree that remains beautiful; it is in the nature of the voice. We imitate it not only on wind instruments but also on the viols and even on the clavier. But as soon as you overstep the limit it is no longer beautiful because it is contrary to nature.

46. What does Mozart dislike about Meissner’s singing style?

47. Why is the exaggerated trembling “no longer beautiful,” according to Mozart?
48. How does Mozart’s preference reflect the ideas of the Enlightenment?

_The Bench_ by William Hogarth, 1758:

Source: The Yorck Project

49. How does Hogarth depict the justice system in his painting?

50. What details of Hogarth’s work illustrate his opinion of the judges?

51. How does this painting relate to Enlightenment ideals?

_Paul Revere’s Engraving of the Boston Massacre_
52. Why did newspapers grow in popularity during the American Revolution?

53. Is Revere an objective source for this visual account of the Boston Massacre? Why or why not?

54. How was art such as the engraving above intended to influence the colonists?

From *The Communist Manifesto*, Karl Marx and Friedrich Engels, 1848:

Owing to the extensive use of machinery and to division of labor, the work of the proletarians has lost all individual character, and, consequently, all charm for the workman. He becomes [a limb] of the machine, and it is only the most simple, most monotonous, and most easily acquired knack, that is required of him. . . .

55. According to Marx and Engels, what has caused the workers to become nothing more than a part of the manufacturing process?

56. Would a utopian community for factory workers solve the problems set out by Marx and Engels?

57. How do Marx and Engels say workers can reclaim their rights and improve their situation?

*The Shepherdess*, Jean-Honoré Fragonard, 1752:
58. Is the painting of the shepherdess a realistic portrayal? Explain.

59. How does the subject of *The Fisherwoman* possibly reflect class issues and unrest in France?

60. Describe the effect each painting might have had on a member of the French working class in 1789.

*Effects of Nationalism*
61. Which of the countries in the table became unified nations?

62. Which nationalities had achieved autonomy or independence by 1914?

63. How did nationalism contribute to the outbreak of World War I?

From the Proclamation of the Irish Republic, April 1916:

THE PROVISIONAL GOVERNMENT OF THE IRISH REPUBLIC TO THE PEOPLE OF IRELAND

IRISHMEN AND IRISHWOMEN: In the name of God and of the dead generations from which she receives her old tradition of nationhood, Ireland, through us, summons her children to her flag and strikes for her freedom.

We declare the right of the people of Ireland to the ownership of Ireland and to the unfettered control of Irish destinies, to be sovereign and indefeasible. The long usurpation of that right by a foreign people and government has not extinguished the right, nor can it ever be extinguished except by the destruction of the Irish people. In every generation the Irish people have asserted their right to national freedom and sovereignty; six times during the past three hundred years they have asserted it in arms. Standing on that fundamental right and again asserting it in arms in the face of the world, we hereby proclaim the Irish Republic as a Sovereign Independent State, and we pledge our lives and the lives of our comrades in arms to the cause of its freedom, of its welfare, and of its exaltation among the nations.

In this supreme hour the Irish nation must, by its valour and discipline, and by the readiness of its children to sacrifice themselves for the common good, prove itself worthy of the august destiny to which it is called.

64. How does the language of the proclamation appeal to nationalist emotions?

65. What means was the 1916 provisional government willing to use to achieve independence?

66. Which country does the proclamation describe as “a foreign people and government” that has usurped Ireland’s right to sovereignty?

Firsthand account of Archduke Francis Ferdinand’s assassination in Sarajevo on June 28, 1914:
A tiny clipping from a newspaper, mailed without comment from a secret band of terrorists in Zagreb, capital of Croatia, to their comrades in Belgrade, was the torch which set the world afire with war in 1914. That bit of paper wrecked old, proud empires. It gave birth to new, free nations.

I was one of the members of the terrorist band in Belgrade which received it. . . .

The little clipping declared that the Austrian Archduke Francis Ferdinand would visit Sarajevo, the capital of Bosnia, June 28, to direct army maneuvers in the neighboring mountains. After the reception in the Town Hall, General Potiorek, the Austrian Commander, pleaded with Francis Ferdinand to leave the city, as it was seething with rebellion. The Archduke was persuaded to drive the shortest way out of the city and to go quickly. . . .

As the car came abreast he [Princip, one of the Serbian nationalists] stepped forward from the curb, drew his automatic pistol from his coat, and fired two shots. The first struck the wife of the Archduke, the Archduchess Sofia, in the abdomen. . . . She died instantly. The second bullet struck the Archduke close to the heart. He uttered only one word, ‘Sofia’—a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly.

67. Who gave this account of the assassination in Sarajevo?
68. Why was the Archduke of Austria a target of hostility for Serbian nationalists?
69. To what conflict did the events of June 28, 1914 lead? Why?

“Almost under the walls of France” -- French World War I postcard

Erich Maria Remarque, from All Quiet on the Western Front. In this excerpt Remarque, who served in the German army during World War I, depicts a conversation a young German soldier has with the French soldier he has just killed.
The silence spreads. I talk and must talk. So I speak to him and say to him: “Comrade, I did not want to kill you. If you jumped in here again, I would not do it, if you would be sensible too. But you were only an idea to me before, an abstraction that lived in my mind and called forth its appropriate response. It was that abstraction I stabbed. But now, for the first time, I see you are a man like me. I thought of your hand grenades, of your bayonet, of your rifle; now I see your wife and your face and our fellowship. Forgive me, comrade. We always see it too late. Why do they never tell us that you are poor devils like us, that your mothers are just as anxious as ours, and that we have the same fear of death, and the same dying and the same agony—Forgive me, comrade; how could you be my enemy?”

70. What image of German soldiers does the French postcard attempt to convey?

71. How does the narrator of All Quiet on the Western Front view the French soldier he has killed?

72. How did the realities of World War I affect morale on the battlefield and at home?

President Woodrow Wilson’s War Message to the U.S. Congress, 1917:

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their Government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools. . . . A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. . . . The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.

73. What reason for entering World War I does Woodrow Wilson present to Congress?

74. What distinction does President Wilson make between the people of a country and the government of a country?

75. What type of political system must nations adopt in order for world peace to become a reality, according to Woodrow Wilson?

Benito Mussolini, Italy’s fascist leader, in 1932, wrote the following definition of fascism:

Fascism is the doctrine best adapted to represent the tendencies and the aspirations of a people, like the people of Italy, who are rising again after many centuries of abasement and foreign servitude. But empire demands discipline, the coordination of all forces and a deeply felt sense of duty and sacrifice: this fact explains . . . the necessarily severe measures which must be taken against those who would oppose this . . . movement of Italy in the twentieth century, and would oppose it by recalling the outworn ideology of the nineteenth century. . . .

If every age has its own characteristic doctrine, there are a thousand signs which point to Fascism as the characteristic doctrine of our time. For if a doctrine must be a living thing, this is proved by the fact that Fascism has created a living faith; and that this faith is very powerful in the minds of men is demonstrated by those who have suffered and died for it.
76. According to Mussolini, how should anti-fascist dissenters be dealt with?

77. Why do you think fascism, as described by Mussolini, appealed to many Italians at this time?

78. Why does Mussolini say fascism is “the characteristic doctrine of our time”?

In this excerpt from his 1936 book, *Revolution Betrayed*, Leon Trotsky examines the state of the Soviet Union:

The bureaucracy [of the Soviet Union] not only has not disappeared, yielding its place to the masses, but has turned into an uncontrolled force dominating the masses. The army not only has not been replaced by an armed people, but has given birth to a privileged officers’ caste, crowned with marshals, while the people, “the armed bearers of the dictatorship,” are now forbidden in the Soviet Union to carry even nonexplosive weapons. With the utmost stretch of fancy it would be difficult to imagine a contrast more striking than that which exists between the scheme of the workers’ state according to Marx, Engels and Lenin, and the actual state now headed by Stalin.

79. How does Trotsky characterize the Soviet regime of Stalin?

80. In what way does Trotsky believe the revolution has been betrayed?

81. According to Trotsky, what position should the people of the Soviet Union rightly hold in the political structure?

82. Which of the Chinese leaders in the table above was a communist? Indicate the language in the passage that supports this conclusion.

83. According to Jiang Jieshi, what is the advantage of giving final authority to one leader?

Illustrations of command and market economies
84. Which of the consumers pictured above lived in a country with a command economy?

85. How does a command economy reflect the influence and philosophy of communism?

86. In what ways does a market economy offer consumers more freedom than a command economy?

### Contrasting Systems

<table>
<thead>
<tr>
<th>Communist Countries</th>
<th>Democratic Capitalist Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Communist Party makes all political decisions.</td>
<td>The people and their elected representatives make decisions.</td>
</tr>
<tr>
<td>Command economy (The government makes most economic decisions and owns most property.)</td>
<td>Market economy (Private consumers and producers make most economic decisions and own most property.)</td>
</tr>
<tr>
<td>The political leadership values obedience, discipline, and economic security.</td>
<td>The political leadership values freedom and prosperity.</td>
</tr>
</tbody>
</table>

### Daily Petroleum Production and Consumption for Selected Nations, 2002

<table>
<thead>
<tr>
<th></th>
<th>Japan</th>
<th>Mexico</th>
<th>Russia</th>
<th>Saudi Arabia</th>
<th>United States</th>
<th>Venezuela</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petroleum Production</td>
<td>122.2</td>
<td>3,593.4</td>
<td>7,659.9</td>
<td>8,718.9</td>
<td>8,999.9</td>
<td>2,924.1</td>
</tr>
<tr>
<td>(thousands of barrels)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petroleum Consumption</td>
<td>5,300.6</td>
<td>1,980.6</td>
<td>2,580.0</td>
<td>1,514.0</td>
<td>19,761.3</td>
<td>522.0</td>
</tr>
<tr>
<td>(thousands of barrels)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: U.S. Energy Information Administration

87. Which of the countries in the table had to import oil to meet their needs in 2002?

88. Which of the countries had surplus oil that could have been exported or put in reserve?

89. Why is oil such an important commodity in the global economy?
Kwame Nkruma became the first prime minister of Ghana after it achieved independence from Great Britain in 1957. In this excerpt from his autobiography, he describes the struggle for economic as well as political independence:

[Ghana] was a colony, and I have always regarded colonialism as the policy by which a foreign power binds territories to herself by political ties, with the primary object of promoting her own economic advantage. . . . I saw that the whole solution to [our] problem lay in political freedom for our people. . . .

Once freedom is gained, a greater task comes into view. All dependent territories are backward in education, in science, in agriculture, and in industry. The economic independence that should follow and maintain political independence demands every effort from the people, a total mobilization of brain and manpower resources. What other countries have taken three hundred years or more to achieve, a once dependent territory must try to accomplish in a generation if it is to survive.

90. According to Nkruma, what makes economic independence so difficult to achieve for emerging countries?

91. Why is economic independence so desirable?

92. Why do former colonies tend to struggle with economic development once they achieve independence?

The European Union in 2004

93. How is the European Union (EU) designed to benefit member countries?
94. Is every European country a member of the EU? Explain your answer.

**Globalization**

Few topics are as controversial as globalization. That is hardly surprising. It is the defining feature of our time. Bringing distant markets and people across the world together is a huge change that affects everyone, whether they are peasants in India, students in London, or bankers in New York.

—Mike Moore, director-general of the World Trade Organization (WTO), 2000

95. According to Moore, who is affected by globalization?

96. Why is it not surprising to Moore that globalization is so controversial?
SHORT ANSWER

1. **ANS:**
   Answer should be that there was a flood, and may include a description of the storm.

   PTS: 1  DIF: Easy  REF: Ch. 2  
   OBJ: Analyzing Primary and Secondary Sources  TOP: Geography’s Impact

2. **ANS:**
   Answer should state that the landscape was leveled, or made perfectly flat. Answer may also point out that the landscape was described as mountainous before the flood.

   PTS: 1  DIF: Moderate  REF: Ch. 2  
   OBJ: Analyzing Primary and Secondary Sources  TOP: Geography’s Impact

3. **ANS:**
   Answer should suggest that the imagery and tone of the language evokes terror and awe, as well as helplessness in the face of nature.

   PTS: 1  DIF: Difficult  REF: Ch. 2  
   OBJ: Analyzing Primary and Secondary Sources  TOP: Geography’s Impact

4. **ANS:**
   Answer should be about Phoenicia’s location on the Mediterranean Sea.

   PTS: 1  DIF: Moderate  REF: Ch. 4  
   OBJ: Analyzing Images  TOP: Geography’s Impact

5. **ANS:**
   Answer should point out that while trading with other civilizations, Phoenicians also spread culture and knowledge. Examples may include the Phoenician system of writing and the colonization of the Mediterranean region.

   PTS: 1  DIF: Difficult  REF: Ch. 4  
   OBJ: Analyzing Images  TOP: Geography’s Impact

6. **ANS:**
   Answer should provide description of the rocky, mountainous topography of Greece. Student response may also point out that rivers are short and somewhat scarce.

   PTS: 1  DIF: Moderate  REF: Ch. 4  
   OBJ: Analyzing and Interpreting Special Purpose Maps  TOP: Geography’s Impact

7. **ANS:**
   Answer should explain that the natural landscape isolated Greek city-states from one another. Mountains made travel difficult and the lack of rivers was not conducive to trade or transportation.

   PTS: 1  DIF: Moderate  REF: Ch. 4  
   OBJ: Analyzing and Interpreting Special Purpose Maps  TOP: Geography’s Impact

8. **ANS:**
   Answer should include valleys, mountains, snow, and rapids.
9. ANS:
Answer should discuss that the Inca road system allowed the emperor to stay in touch with a vast empire that was spread out over difficult terrain. Response may also point out that the road system brought a unity and shared culture to the Inca civilization.

10. ANS:
Answer should point to language in the excerpt admiring the orderliness and cleanliness of the road system. Student may extrapolate that he was not expecting the Inca to be so “civilized,” and that he was impressed by their engineering skill.

11. ANS:
Answer should identify the danger of invasion from Mongolia and Manchuria.

12. ANS:
Answer should point to geographic features contributing to China’s relative isolation, including physical distance from the West, deserts to the north and west of China, the Pacific Ocean to the east, and mountain ranges.

13. ANS:
Answer should point to China’s geographic isolation and the strong sense of cultural identity that developed as a result. Answers may explain that China was not exposed to other cultures as frequently as the civilizations developing to its west were.

14. ANS:
Answer is weaving.

15. ANS:
Answer is should quote or paraphrase language from the source about working, refraining from stealing, and staying until the apprenticeship is over.

16. ANS:
Answer should suggest that the system of apprenticeship started as more trades- and craftspeople became needed. Student response may explain that as demand for crafted goods such as fabric, shoes, and any number of furnishings grew, so did the opportunity for occupations in fields outside of agriculture.

17. ANS:
Answer should be that they decree all Jews must leave Spain.

18. ANS:
Answer should refer to language in the excerpt stating that punishment for refusal to comply is death and loss of entire estate.

19. ANS:
Answer should explain that Jews were targeted because of religious intolerance. In addition, student may explain that Christians in Spain used the Inquisition against Muslims and Jews to force religious unity.

20. ANS:
Answer should refer to language in the excerpt regarding a plentiful harvest.

21. ANS:
Answer should refer to language in the excerpt listing numerous sacrifices, including finished cloth and animals.

22. ANS:
Answer should refer to arrows showing Jewish migration from Italy to Cologne in 500 to 800 and migration from Cologne to Eastern Europe from 100 to 1400.
25. **ANS:**
   Answer should be that much of Spain remained Muslim.

   **PTS:** 1  
   **DIF:** Easy  
   **REF:** Ch. 7  
   **OBJ:** Analyzing and Interpreting Special Purpose Maps  
   **TOP:** Belief Systems

26. **ANS:**
   Answer should be Islam.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 10  
   **OBJ:** Analyzing Images  
   **TOP:** Belief Systems

27. **ANS:**
   Answer should explain that the architecture of Spain reflected (and still does) Moorish and Muslim influences.

   **PTS:** 1  
   **DIF:** Difficult  
   **REF:** Ch. 10  
   **OBJ:** Analyzing Images  
   **TOP:** Belief Systems

28. **ANS:**
   Answer should suggest that Saladin is warning Richard that he will go to war with him over Jerusalem.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 8  
   **OBJ:** Analyzing Primary and Secondary Sources  
   **TOP:** Belief Systems

29. **ANS:**
   Answer should explain that Jerusalem is where Muhammad ascended to heaven.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 8 | Ch. 10  
   **OBJ:** Analyzing Primary and Secondary Sources  
   **TOP:** Belief Systems

30. **ANS:**
   Answer should suggest that the Crusades increased hostility and distrust between Christians and Muslims, a legacy that continues in some places.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 8  
   **OBJ:** Analyzing Primary and Secondary Sources  
   **TOP:** Belief Systems

31. **ANS:**
   Answer should be silver.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 15  
   **OBJ:** Analyzing Graphic Data  
   **TOP:** Trade

32. **ANS:**
   Answer should be horses, smallpox, and typhus.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 15  
   **OBJ:** Analyzing Graphic Data  
   **TOP:** Trade

33. **ANS:**
   Answer should address the way many of the items on both sides of the exchange are used today. Student response may explore the idea that disease changed the course of history.

   **PTS:** 1  
   **DIF:** Moderate  
   **REF:** Ch. 15  
   **OBJ:** Analyzing Graphic Data  
   **TOP:** Trade

34. **ANS:**
Answer should describe the large amount of cloth used to make the merchant’s garb, its richness, and its elaborate tailoring as clues to the merchant’s wealth and prestige.

35. ANS:
Answer should point to the exotically patterned cloth on the table and the slips of paper for accounting.

36. ANS:
Answer should explain that the painting provides evidence that trade has created a merchant class as well as bringing different nations together in economic relationships.

37. ANS:
Answer should deduce from excerpt that a ban against contact with the Saracens had been in effect before the pope made an exception for Venice.

38. ANS:
Answer should quote or paraphrase language indicating that messengers from Venice came to the pope and argued that Venice needed to be able to trade since it was not an agricultural city.

39. ANS:
Answer should suggest that the pope did not want to provide the Saracens with any supplies that could be used for war or aggression.

40. ANS:
Answer should suggest that Malthus believes the constant pressure of population growth will keep mankind from being able to provide food and comfort for everyone.

41. ANS:
Answer should indicate the graph showing a steady increase in population during Malthus’ lifetime and a drastic increase during the Industrial Revolution.

42. ANS:
Answer should be yes, and student response may explore various aspects of the population crisis, such as famine, overcrowding, disease, pollution, and war over territory and resources.
43. **ANS:**
Answer should be that all three writers express the belief that men have natural rights that are independent of any other individual or government.

44. **ANS:**
Answer should suggest that Locke’s ideas regarding personal freedom inspired revolution among peoples who believed their freedom and rights were being denied by their government.

45. **ANS:**
Answer should refer to language in the Declaration of Independence and the U.S. Constitution that guarantees certain rights and acknowledges the government’s duty to abide by natural law.

46. **ANS:**
Answer should indicate that Mozart dislikes Meissner’s singing because it sounds artificial and outmoded.

47. **ANS:**
Answer should paraphrase or quote language from excerpt that the singing is contrary to nature and therefore not beautiful.

48. **ANS:**
Answer should suggest that at the end of the eighteenth century, many Europeans were turning toward a more natural or realistic style. Student response may give examples such as the fall from favor of the rococo style and the rise of realism.

49. **ANS:**
Answer should be that Hogarth portrays the justice system in a satirical and unflattering light.

50. **ANS:**
Answer should point out that the justices in the painting appear to be sleeping or indifferent to the proceedings. Student response may also note that the men are portrayed as bloated or pinched, and look as though they are out of touch with the common man.
51. ANS:
Answer should suggest that Hogarth’s criticism of the justice system bolsters the Enlightenment ideal that all men have rights which governments should respect and protect. Student response may further explore the notion that dissatisfaction with corrupt and indifferent governments drove reform and revolution movements in Europe and America.

PTS: 1 DIF: Difficult REF: Ch. 17 OBJ: Analyzing Images
TOP: Culture

52. ANS:
Answer should point to the way newspapers helped form a unified identity among colonists. Student response may also explore the importance of communication among individual communities who needed to know what was happening in other communities.

PTS: 1 DIF: Difficult REF: Ch. 17 OBJ: Analyzing Images
TOP: Culture

53. ANS:
Answer should be no (or probably not), given that Revere was a Patriot in favor of revolution.

PTS: 1 DIF: Moderate REF: Ch. 17 OBJ: Analyzing Images
TOP: Culture

54. ANS:
Answer should be that the engraving was meant to inflame passions against the British. Student response may note that the engraving shows the British as an organized, aggressive force and the colonists as helpless victims.

PTS: 1 DIF: Moderate REF: Ch. 17 OBJ: Analyzing Images
TOP: Culture

55. ANS:
Answer should mention the use of machinery and division of labor.

PTS: 1 DIF: Easy REF: Ch. 19 OBJ: Analyzing Primary and Secondary Sources
TOP: Culture

56. ANS:
Answer should be no, and point to Marx and Engels’ reference to the loss of individual character.

PTS: 1 DIF: Difficult REF: Ch. 19 OBJ: Analyzing Primary and Secondary Sources
TOP: Culture

57. ANS:
Answer should refer to Marx and Engels’ call for proletarian revolution and the establishment of a communist society.

PTS: 1 DIF: Difficult REF: Ch. 19 OBJ: Analyzing Primary and Secondary Sources
TOP: Culture

58. ANS:
Answer should be no, and explain that the painting is overly romanticized. Student response may go on to discuss the rococo style.

PTS: 1 DIF: Moderate REF: Ch. 17 | Ch. 19 OBJ: Analyzing Images
TOP: Culture

59. ANS:
Answer should suggest that David’s turn to realism reflected a rising discontent among the poor and working class, who believed that the French monarchy and the wealthier citizens did not care about their plight. Student response may go on to link these social changes with Enlightenment ideals.

PTS: 1 DIF: Difficult REF: Ch. 18 OBJ: Analyzing Images
TOP: Culture

60. ANS:
Answer should explain that a French worker would be more likely to relate to the second painting, but that the painting of the shepherdess would seem completely removed from the harsh reality of French working life.

PTS: 1 DIF: Difficult REF: Ch. 18 OBJ: Analyzing Images
TOP: Culture

61. ANS:
Answer should be Germany and Italy.

PTS: 1 DIF: Easy REF: Ch. 22 OBJ: Analyzing Graphic Data
TOP: Nationalism

62. ANS:
Answer should be Serbians and Greeks.

PTS: 1 DIF: Easy REF: Ch. 22 OBJ: Analyzing Graphic Data
TOP: Nationalism

63. ANS:
Answer should be that by 1914 multiple conflicts between established and emerging nations had created a volatile atmosphere in Europe.

PTS: 1 DIF: Moderate REF: Ch. 22 | Ch. 26 OBJ: Analyzing Graphic Data TOP: Nationalism

64. ANS:
Answer should point to language such as “valour and discipline,” “sacrifice for the common good,” and “the dead generations from which she receives her old tradition of nationhood.” Student response may suggest that these words are calculated to evoke pride in Irish heritage and solidify a commitment to independence.

PTS: 1 DIF: Moderate REF: Ch. 23 OBJ: Analyzing Primary and Secondary Sources TOP: Nationalism

65. ANS:
Answer should quote or paraphrase the proclamation’s pledge of “our lives and the lives of our comrades” to the cause of freedom.

PTS: 1 DIF: Moderate REF: Ch. 23 OBJ: Analyzing Primary and Secondary Sources TOP: Nationalism

66. ANS:
Answer should be Great Britain.

PTS: 1 DIF: Moderate REF: Ch. 23 OBJ: Analyzing Primary and Secondary Sources TOP: Nationalism

67. ANS:
Answer should quote or paraphrase the author’s statement that he was one of the terrorist band who participated in the assassination attempt.
68. **ANS:**
   Answer should point to Austria’s opposition to an independent Serbia.

69. **ANS:**
   Answer should be World War I, and response should explain that the assassination led to the explosion of what was known as the Balkan powder keg, as Austria-Hungary and Germany allied to quell the nationalist unrest in the region.

70. **ANS:**
   Answer should point to imagery intended to mock the German military, including the depiction of German soldiers as physically unfit, poorly equipped, and unimposing.

71. **ANS:**
   Answer should quote or paraphrase language from the source that reveals the narrator sees the soldier as a real person with whom he shares much in common instead of as an abstraction.

72. **ANS:**
   Answer should suggest that the reality of battle led to war weariness and disillusionment among soldiers and on the home front. Student responses may explore the idea that this was a different type of warfare in which greater casualties could be inflicted with new weapons such as mustard gas.

73. **ANS:**
   Answer should quote or paraphrase Wilson’s moral argument that the world must be made safe for democracy.

74. **ANS:**
   Answer should explain that Wilson believed the German government was to blame for the war, not the German people. Student response may further elaborate that Wilson describes a war entered into by an ambitious autocracy without the consent of the people.

75. **ANS:**
   Answer should be democracy, or a system with political liberty.
76. ANS:
Answer should quote or paraphrase Mussolini’s reference to “severe measures.”

77. ANS:
Answer should point out that Mussolini claims fascism represents Italy’s aspirations to rise above past hardships and move into a position of power.

78. ANS:
Answer should point to Mussolini’s observation that men are willing to suffer and die for their fascist beliefs. Student response may go on to observe that this is a fallacy, since fascism was resisted so strongly by those upon whom it was forced.

79. ANS:
Answer should quote or paraphrase Trotsky’s contention that the Soviet regime dominates rather than serves the masses.

80. ANS:
Answer should point to the original reasons for the Russian revolution and compare the pure workers’ state proposed by Marx to the dictatorship headed by Stalin.

81. ANS:
Answer should explain that Trotsky believed the masses should be the most powerful force in the Soviet Union.

82. ANS:
Answer should be Mao Zedong and the language indicated should be his praise for the “broad peasant masses” and the fulfillment of “their historic mission” to “overthrow the rural feudal power.”

83. ANS:
Answer should point to Jiang Jieshi’s argument that if every part of a political structure serves one person with one goal, there can be no conflict.
Answer should state that the consumer on the left lived under a command economy.

85. **ANS:**
Answer should explain that a command economy is ideally intended to ensure that all citizens receive enough resources. The student response may observe that the command economy is more political in nature than other economies.

86. **ANS:**
Answer should quote or paraphrase language from table that in a market economy, consumers make their own decisions and have private property.

87. **ANS:**
Answer is Japan and the United States.

88. **ANS:**
Answer is Mexico, Russia, Saudi Arabia, and Venezuela.

89. **ANS:**
Answer should point to the modern need for oil and petroleum products in almost every sector of the economy. Student responses may elaborate on how important oil is as fuel and as a component of plastics and synthetics.

90. **ANS:**
Answer should quote or paraphrase language in the excerpt regarding the immense effort that people of a newly independent state must make in order to catch up culturally and technologically before they can become economically independent.

91. **ANS:**
Answer should refer to Nkruma’s statement that it is necessary to achieve economic independence to maintain political independence.
Answer should point to the nature of colonialism, in which a powerful foreign nation binds a smaller nation to it in order to enrich itself. Student response may further explain that a former colony often has no economic system and infrastructure of its own to begin with, as the larger nation controlled those aspects of government.

PTS: 1  DIF: Difficult  REF: Ch. 31
OBJ: Analyzing Primary and Secondary Sources   TOP: Economics

93. ANS:
Answer should explain that the EU removes barriers (such as fees) to trade.

PTS: 1  DIF: Difficult  REF: Ch. 34
OBJ: Analyzing and Interpreting Special Purpose Maps   TOP: Economics

94. ANS:
Answer should be no, followed by an observation that many Eastern European countries such as Croatia, Romania, and Belarus were not members of the EU in 2004, nor was Switzerland.

PTS: 1  DIF: Easy  REF: Ch. 34
OBJ: Analyzing and Interpreting Special Purpose Maps   TOP: Economics

95. ANS:
Answer should state that Moore believes everyone is ultimately affected by globalization.

PTS: 1  DIF: Easy  REF: Ch. 34
OBJ: Analyzing Primary and Secondary Sources   TOP: Economics

96. ANS:
Answer should suggest that Moore understands that the huge changes brought about by globalization create controversy.

PTS: 1  DIF: Moderate  REF: Ch. 34
OBJ: Analyzing Primary and Secondary Sources   TOP: Economics