

Name: _____

Period: _____

AP World History: Modern Break Packet

- **STEP ONE (mandatory):** Complete Cornell Notes on the attached pages (1001-1062) from Robert Strayer's *Ways of the World: A Global History* textbook. Use the attached pages.
- **STEP TWO (mandatory):** Answer the attached questions.
- **STEP THREE (mandatory):** Join our google classroom!
 - *HOW? Go to classroom.google.com and click Sign In. Sign in with your **Google Account** – this is your **SCHOOL** account.*
 - *At the top, click Add. Join class.*
 - *Enter the class code **lilkoa3***
 - *Ms. Laroche will be posting additional materials and assignments on this google classroom so this is **CRUCIAL***

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The following steps are above and beyond assignments to sharpen your skills for when we return on April 7th. If we were to be out longer than April 7th for ANY reason, these should be completed by all students.

- **STEP FOUR:** Fill out the "Significant Terms" chart.
- **STEP FIVE:** Complete the study guides for Units 7 and 8/9.
- **STEP SIX:** Exam Review worksheet. *Optional*

If you have questions, email me at alaroche@hendersoncollegiate.org

or TEXT me at 804-822-2123.

Due on first day back to school!

Below are some abbreviations that may help make your notes more concise:

Word	Abbreviation/Symbol
Within	w/n
Without	w/o
With	w/
Civilization	civ.
Additionally/plus	+
Number	#
Increase/up	↑
Decrease/down	↓
Greater than	>
Less than	<
Equals	=
Therefore	∴
Because	b/c
Organization	org.
Political	poli.
Money	\$
At	@
change	▲

Cornell Notes Rubric

100%-95%	90%	85%	75%	70%	65%
<p>Includes all of the following</p> <ul style="list-style-type: none"> -All key terms are present and fully defined -Most important information is fully captured -Notes all notes are present for assigned sections -Questions are higher level and would benefit during studying -Summary is thoughtful 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> -Most key terms are present -Most important information is fully captured -Questions are present and would benefit during studying -Summary is thoughtful 	<p>Includes the following:</p> <ul style="list-style-type: none"> -Key terms are present -Most important information is partially captured (may be struggling conceptually with information but had effort) -Questions are present and would benefit during studying -Summary is broad 	<p>If one of the following is true:</p> <ul style="list-style-type: none"> -Key terms are inconsistent or some are missing -Notes portion is missing key understandings -Questions are present, but may not benefit studying -Summary is too broad 	<p>If two of the following is true:</p> <ul style="list-style-type: none"> -Key terms are inconsistent or some are missing -Notes portion is missing key understandings -Questions are present, but may not benefit studying -Summary is too broad 	<p>If any of the following are true:</p> <ul style="list-style-type: none"> -Writing is illegible -Notes did not cover the entire chapter assigned -Quality of the outline is too broad to benefit studying for test preparation

Please note:

- The highest score possible if missing the Cornell Note Non-negotiables is an 85%
 - Non-negotiables are: Chapter topic, Chapter Key Concepts, Headings/subheadings, Key terms, a notes portion, questions/key words that stood out in the chapter, a summary of the chapter answering key concepts

STEP 2

QUESTIONS:

PAGE GUIDANCE	QUESTION	ANSWER
1001	1. What obstacles impeded the economic development of 3rd world countries?	
1002	2. How and why did thinking about strategies for economic development change over time?	
1005	3. In what ways did cultural revolutions in Turkey and Iran reflect different understandings of the role of Islam in modern societies?	
many	4. In what ways did the colonial experience and the struggle for independence shape the agenda of developing countries in the second half of the twentieth century?	
many	5. How would you compare the historical experiences of India and China in the twentieth century?	

<i>many</i>	6. From the viewpoint of the early twenty-first century (2000–2015), to what extent had the goals of nationalist or independence movements been achieved?	
<i>many</i>	7. Looking Back: To what extent did the struggle for independence and the postcolonial experience of African and Asian peoples in the twentieth century parallel or diverge from that of the earlier “new nations” in the Americas in the eighteenth and nineteenth centuries?	
<i>1024</i>	8. To what extent has globalization fostered converging values and common interests among the world’s peoples? In what ways has it generated new conflicts among them?	
<i>1024</i>	9. What factors contributed to economic globalization in the second half of the twentieth century?	
<i>1026</i>	10. In what ways has economic globalization more closely linked the world’s peoples?	

1029	11. What new or sharper divisions has economic globalization generated?	
1043	12. In what respect did the various religious fundamentalisms of the twentieth century express hostility to global modernity?	
1044	13. From what sources did Islamic renewal movements derive?	
1052	14. How might you compare feminism and fundamentalism as global movements?	
1052	15. In what ways did they challenge earlier values and expectations? To what extent were they in conflict with one another?	

<i>1053</i>	16. How can we explain the dramatic increase in the human impact on the environment in the twentieth century?	
<i>1056</i>	17. What differences emerged between environmentalism in the Global North and that in the Global South?	
<i>many</i>	18. In what ways did the Global North/South divide find expression in the past century?	
<i>many</i>	19. What have been the benefits and drawbacks of globalization since 1945?	
<i>many</i>	20. Do the years since 1914 confirm or undermine Enlightenment predictions about the future of humankind?	

many	21. "The most recent century marks the end of the era of Western dominance in world history". What evidence might support this statement? What evidence might contradict it?	
many	22. To what extent did the various liberation movements of the past century — communism, nationalism, democracy, feminism, internationalism — achieve their goals?	
many	23. Looking Back: To what extent did the processes discussed in this chapter (globalization, feminism, fundamentalism, environmentalism) have roots in the more distant past? In what respects did they represent something new in the past century?	

STEP 4

SIGNIFICANT TERMS:

PAGES WHERE TO LOOK	TERM	DEFINITION/SIGNIFICANCE
975-82	Decolonization	
984	Indian National Congress	
984-87	Mahatma Gandhi/satyagraha	

from previous reading

all from previous reading

986	Muslim League	
986	Muhammad Ali Jinnah	
988-89	Abdul Ghaffar Khan	
990-93	African National Congress	
990-93	Nelson Mandela	
991	Black Consciousness/Soweto	
995-98	Military government	
998-99	Mozambique's Civil War	
999-1000	Globalization of democracy	
1002-3	Import substitution industrialization/export led industrialization	
1005-7	Mustafa Kemal Ataturk	
1008-9	Ayatollah Khomeini	
1020	Neoliberalism	

1026-29	Reglobalization	
1027-28	Transnational Corporations	
1030-32	North/South gap	
1032-33	Anti-globalization	
1036	Prague Spring	
1037	Che Guevara	
1038	Second wave feminism	
1043-44	Fundamentalism	
1044-50	Islamic renewal	
1049-50	Osama bin Laden / al-Qaeda	
1054-55	Global Warming	
1055-60	Environmentalism	
1058-59	Rachel Carson	

STEP 5

UNIT 7: WORLD WARS

STUDY
GUIDE

Every question on the exam comes from one of these Key Concepts. Therefore, if you know the key concepts well and know 1-2 examples to prove each key concept, you will be in great shape to succeed.

I. Key Concept: Disease, scientific innovations, and conflict led to demographic shifts.

- a. New military technology and new tactics and the waging of "total war" led to increased levels of wartime casualties.

Example	Definition	How did it lead to or show increased wartime casualties?
total war		
trench warfare		
new technology	3 examples:	
Rape of Nanking		

II. Key Concept: Disease, scientific innovations, and conflict led to demographic shifts.

- a. The older, land-based Ottoman, Russian, and Qing empires collapsed due to a combination of internal and external factors.
- b. Between the two world wars, European imperial states often maintained control over their colonies and in some cases gained additional territories.

Example	How and why did it collapse?
Ottoman Empire	
Russian Empire	
Qing Dynasty	<i>Think back to Units 5 & 6 - think about Opium War, Taiping Rebellion, Boxer Rebellion.</i>

Example	Definition	How does it show Europeans maintaining control of colonies or gaining more territory?
Rowlatt Acts		

mandate system		
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III. Key Concept: Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.

- a. The Mexican Revolution arose in opposition to neocolonialism and economic imperialism, and movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism or socialism.

Example	Definition	How does it connect to economic imperialism/neocolonialism?
Mexican Revolution + land reform		

IV. Key Concept: Political changes were accompanied by major demographic and social consequences.

- a. The rise of extremist groups in power led to the annihilation of specific populations, notably in the Holocaust during World War II, and to other atrocities, acts of genocide, or ethnic violence

Example	Definition	How was it a result of extremist groups?
Holocaust		
Armenian Genocide		

V. Key Concept: Military conflicts occurred on an unprecedented global scale.

- a. World War I and World War II were the first total wars. Governments used a variety of strategies, including political propaganda, art, media, and intensified forms of nationalism, to mobilize populations (both in the home countries and the colonies or former colonies) for the purpose of waging war. Governments used ideologies, including fascism and communism, to mobilize all of their state's resources for war and, in the case of totalitarian states, to direct many aspects of daily life during the course of the conflicts and beyond.
- b. The sources of global conflict in the first half of the century varied and included imperialist expansion by European powers and Japan, competition for resources, the economic crisis engendered by the Great Depression, and the rise of fascist and totalitarian regimes to positions of power.
- c. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The democracy of the United States and the communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe. This conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.
- d. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars between and within postcolonial states in Latin America, Africa, and Asia.

Example	Definition	How did show more people mobilizing for war?
propaganda		
colonial populations	N/A	

Example	Definition	How did it cause of global conflict?
Causes of WWI	Just list 'em! (<i>MAIN + immediate</i>)	
lebensraum		
Japan + Manchuria		
Great Depression		

Example	Definition	How does this show a change in balance of power?
Cold War		

Example	Definition	How was this result of the Cold War?
NATO		
Warsaw Pact		

VI. Key Concept: States responded in a variety of ways to the economic challenges of the 20th century.

- a. In communist states, such as the Soviet Union and China, governments controlled their national economies, often through repressive policies and with negative repercussions for their populations.
- b. Following WWI and the onset of the Great Depression, governments began to take a more active role in economic life.

Example	Definition	How was this a response to economic challenges?
Five Year Plan		

collectivization of agriculture		
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Example	Definition	How does this show government taking a more active role in econ?
New Deal		
corporatism		

- VII. **Key Concept:** States, communities, and individuals became increasingly interdependent—a process facilitated by the growth of institutions of global governance.
- New international organizations formed to maintain world peace and to facilitate international cooperation.
 - Changing economic institutions and regional trade agreements reflected the spread of principles and practices associated with free-market economics throughout the world.

Example	Definition	Did it succeed at maintaining peace / cooperation?
League of Nations		
United Nations		

Example	Definition	How does it show spread of free-market economics through world?
World Bank		

- VIII. **Key Concept:** People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of these factors.

Example	Definition	What were the causes of this movement/change?
global feminism		
UN Declaration of Human Rights		

UNITS 8 and 9: THE COLD WAR and DECOLONIZATION

STUDY GUIDE

Every question on the exam comes from one of these Key Concepts. Therefore, if you know the key concepts well and know 1-2 examples to prove each key concept, you will be in great shape to succeed.

- I. **Key Concept:** Europe dominated the global political order at the beginning of the 20th century, but both land-based and transoceanic empires gave way to new states by the century's end.
- a. After the end of World War II, some colonies negotiated their independence, while other colonies achieved independence through armed struggles.

Example	Definition	Negotiated or armed struggle? How effective was it?
Indian National Congress		
Mau Mau Rebellion		

- II. **Key Concept:** Emerging ideologies of anti-imperialism contributed to the dissolution of empires and the restructuring of states.
- a. Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule.
 - b. Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.
 - c. Transnational movements sought to unite people across national boundaries.
 - d. Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.
 - e. In many parts of the world, religious movements sought to redefine the relationship between the individual and the state.

Example	What did they want or do?
Kwame Nkrumah	
Mohandas Gandhi	
Mohammed Ali Jinnah	

Example	Definition	How does it show a religious or ethnic movement challenging boundaries?
Pakistan		
Hutu-Tutsi conflict in Rwanda		

Example	Definition	How does it show transnational attempts to unite?
Pan-African Movement		

Example	Definition	What was its goal?
Chinese communism and "struggle meetings"		

Example	Definition	How did it want to change relationship between state + ind?
Islamic revival / fundamentalism		

III. Key Concept: Political changes were accompanied by major demographic and social consequences.

- a. The redrawing of old colonial boundaries led to conflict as well as population displacement and/or resettlements.

Example	Definition	How did it lead to population displacement or resettlement? Who moved and where?
Partition of India into India and Pakistan		
Creation of state of Israel		

IV. Key Concept: Military conflicts occurred on an unprecedented global scale

- a. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The democracy of the United States and the communist Soviet Union emerged as superpowers, which led to ideological conflict and a power struggle between capitalism and communism across the globe. This conflict extended beyond its basic ideological origins to have profound effects on economic, political, social, and cultural aspects of global events.
- b. The Cold War produced new military alliances, including NATO and the Warsaw Pact, and promoted proxy wars between and within postcolonial states in Latin America, Africa, and Asia.
- c. Expansions in U.S. military spending and technological development, the Soviet invasion of Afghanistan, and economic weakness in communist countries led to the end of the Cold War and the collapse of the Soviet Union.

Effects	Describe 1-2
economic effects of CW	
political effects of CW	

cultural effects of CW	
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Example	Definition	How did Cold War lead to this?
proxy wars	(also list 1-2 proxy wars)	
NATO and Warsaw Pact		
Truman Doctrine		

Cause	How would it lead to the collapse of USSR?
Soviet invasion of Afghanistan	
perestroika and glasnost	

- V. **Key Concept:** Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.
- Groups and individuals challenged the many wars of the century, and some, such as Mohandas Gandhi, Martin Luther King Jr., and Nelson Mandela, promoted the practice of nonviolence as a way to bring about political change.
 - Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political, and social orders.
 - Militaries and militarized states often responded to the proliferation of conflicts in ways that further intensified conflict.

Example	Definition	How did they use nonviolence?
Gandhi		
Mandela		

Example	Definition	How did they promote alternatives to existing orders?
non-aligned movement		

Example	Definition	How does it show a gov't further intensifying conflict?
Tiananmen Square Massacre		

military-industrial complex		
arms race / "mutually assured destruction"		

VI. Key Concept: States responded in a variety of ways to the economic challenges of the 20th century.

- a. In communist states, such as the USSR and China, governments controlled their national economies, often through repressive policies and with negative repercussions for their populations.
- b. In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development.
- c. In a trend accelerated by the end of the Cold War, many governments encouraged free market economic policies and promoted economic liberalization in the late 20th century.

Example	Definition	What were the negative repercussions for the population?
Great Leap Forward		

Example	Definition	How does it show spread govt taking on economic role to promote development?
Nasser in Egypt		
export-led industrialization		

Example	Definition	How does it show government encouraging free market/liberal policies?
Deng Xiaoping		
Gorbachev—perestroika and glasnost		

VII. Key Concept: People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of these factors.

Example	Definition	How does it show challenges to old assumptions about race?
Negritude		
end of apartheid		

STEP 6

<p>The AP World History: Modern Exam is 3 hours and 15 minutes long and included both a 95-minute multiple choice and short answer section (Section I) and a 100-minute free-response section (Section II).</p>	
<p><u>Section I</u></p>	<p>Section 1A: Multiple Choice</p> <p>55 Questions 55 Minutes 40% of Exam Score</p> <p>Section 1B: Short Answer</p> <p>3 Questions 40 Minutes 20% of Exam Score</p> <ul style="list-style-type: none"> • Question 1 is required, includes 1 secondary source, and focuses on historical developments or processes between the years 1200 and 2001. • Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1200 and 2001. • Students choose between Question 3 (which focuses on historical developments or between the years 1200 and 1750) and Question 4 (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. No sources are included for either Question 3 or Question 4.
<p><u>Section II</u></p>	<p>Section 2A: Document-Based Question (DBQ)</p> <p>1 Question 1 Hour (includes 15-minute reading period) 25% of Exam Score</p> <ul style="list-style-type: none"> • Students are presented with 7 documents offering various perspectives on a historical development or process. • Students assess these written, quantitative, or visual materials as historical evidence. • Students develop an argument supported by an analysis of historical evidence. • The document-based question focuses on topics from 1450–2001. <p>Section 2B: Long Essay Question (LEQ)</p> <p>1 Question 40 Minutes 15% of Exam Score</p> <ul style="list-style-type: none"> • Students explain and analyze significant issues in world history. • Students develop an argument supported by an analysis of historical evidence. • The question choices focus on the same skills and the same reasoning process (e.g., comparison, causation, or continuity and change), but students choose from 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).

To prepare for your exam, please do the attached review questions. When you are finished, check yourself using the answer key.

START OFF: HAPP ANALYSIS PRACTICE

Using the following documents, analyze responses to the spread of influenza in the early twentieth century.

Source: Sanitary Commissioner's report on the influenza epidemic, Madras, British India, 1918.

People, mostly in the interior, were averse in the beginning to resorting to a medical treatment under a superstitious belief that the epidemic was a visitation of the Hindu Goddess Amman and that no treatment by drugs should be attempted.

Because this was written by a British commissioner, he probably had the following opinion about Indians: _____

Therefore, he might have had a _____ attitude in describing their response because _____

Source: Lutiant van Wert, Native American female volunteer office worker, letter to a friend at an Indian school in Kansas, Washington, D.C., 1918.

Katherine and I just returned last Sunday evening from Camp Humphreys "Somewhere in Virginia" where we helped nurse soldiers sick with the Influenza.

The point of view of this source helps prove that many Americans took action to help stop the spread of the flu. Here's how: _____

Source: Two women recalling events from their childhood during 1918 and 1919 in New Zealand, excerpt from a radio show, 1967.

It's significant that this document was written in 1967, almost fifty years after the flu epidemic, because _____

YELLOW PERIOD: 1200 CE to 1450 CE

Three things that spread around in this period:

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Practice MC:

<p>1. During the thirteenth and fourteenth centuries, territories under Mongol control benefited from which of the following?</p> <ul style="list-style-type: none">(A) Widespread adoption of Confucian family hierarchies(B) Trade that facilitated the spread of Christianity throughout the Indian Ocean region(C) Trade that tied several distinct regional networks together(D) Widespread adoption of Buddhist religious practices	<p>2. As Islam spread between 1200 and 1600, it affected gender relations in which of the following ways?</p> <ul style="list-style-type: none">(A) Women were no longer allowed to be small-scale traders.(B) Polygamy became widespread.(C) Women became fully equal to men in terms of the right to divorce.(D) Existing local customs regarding marriage and the role of women blended with Islamic models.
<p>3. In the period 900 to 1500 C.E., the Ottomans and the Aztecs were similar in that both peoples were</p> <ul style="list-style-type: none">(A) isolated from the major Eurasian trade routes(B) nomadic groups that migrated to already settled regions and conquered them(C) politically unified by the adoption of a monotheistic religion(D) able to dominate other societies with large horse-mounted armies	<p>4. In the period 600 C.E.–1450 C.E., Africa's Swahili coast was a major part of which trading system?</p> <ul style="list-style-type: none">(A) The Atlantic world(B) The Indian Ocean network(C) The trans-Saharan trade(D) The Silk Roads

Practice SAQ: Identify and explain ONE change caused by the Mongol conquest of Eurasia.

BLUE PERIOD: 1450 CE to 1750 CE

Three things that spread around in this period:

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Practice MC:

<p>Which of the following best exemplifies mercantilism as it was practiced in the Atlantic trading system by 1750 ?</p> <p>(A) The belief of colonists in the Americas that free trade was desirable</p> <p>(B) Colonial government policies in Europe that prevented the private accumulation of precious metals</p> <p>(C) International agreements by European governments to protect the freedom of the seas</p> <p>(D) The protection of European merchant companies by their respective governments</p> <p>1.</p>	<p>Between 1450 and 1750, empires such as the Ottoman and Chinese shared which of the following?</p> <p>(A) Dependence on trade as the main basis for the economy</p> <p>(B) An elite fighting force made up primarily of slaves</p> <p>(C) The use of a large bureaucracy to support the government</p> <p>(D) Continual military campaigns against European armies</p> <p>2.</p>
<p>The transfer of which of the following as part of the Columbian Exchange had the greatest effect on human migration patterns before 1800 ?</p> <p>(A) Sugarcane</p> <p>(B) Potatoes</p> <p>(C) Cattle</p> <p>(D) Tobacco</p> <p>3.</p>	<p>Which of the following would best support the assertion that hierarchies based on racial classification emerged after 1500 C.E. to maintain the authority of new elite groups in the Americas?</p> <p>(A) The use of terms such as mestizo, mulatto, and creole</p> <p>(B) The increasingly common use of European names in the Americas</p> <p>(C) New maritime technology facilitating long-term voyages by Europeans</p> <p>(D) The introduction of slavery to the Americas after the voyages of Columbus</p> <p>4.</p>

Practice SAQ: Identify and explain ONE example of syncretism helping spread religions in this time.

ORANGE PERIOD: 1750 CE to 1900 CE

Three things that spread around in this period:

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Practice MC:

<p>The beginning of the Industrial Revolution in Great Britain was most influenced by which of the following factors?</p> <p>(A) The amount and location of British petroleum reserves (B) The location and large number of British coal deposits (C) The aggressive promotion of industrialization by George III (D) The spread of cotton cultivation in southern England</p> <p>1.</p>	<p>Which of the following is a significant result of the late-eighteenth- and early-nineteenth-century revolutions in both Europe and the Americas?</p> <p>(A) The theory of divine right monarchy dominated intellectual discourse in both Europe and the Americas. (B) People throughout Europe and the Americas rejected the concept of popular sovereignty. (C) Nation-states emerged as the principal form of political organization in both Europe and the Americas. (D) Philosophical liberalism as a force in political life declined throughout Europe and the Americas.</p> <p>2.</p>
<p>Which of the following resulted from Europe's expansion overseas in the eighteenth and nineteenth centuries?</p> <p>(A) Europe's population size and industrial productivity declined. (B) European countries acquired colonies and dominated world trade. (C) The number of workers needed for European factories declined. (D) Mechanized agriculture spread worldwide.</p> <p>3.</p>	<p>In the nineteenth and early twentieth centuries, Social Darwinists made which of the following arguments?</p> <p>(A) All people should be treated equally. (B) Human evolution had reached the point where competition was no longer necessary. (C) Theories of natural selection could be applied to nations, races, and social classes. (D) Interracial marriage should be encouraged.</p> <p>4.</p>

Practice SAQ: Identify and explain ONE effect of the Industrial Revolution on Japan.

RED PERIOD: 1900 CE to PRESENT

Three things that spread around in this period:

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Practice MC:

<p>Some historians have argued that at the end of the twentieth century, many governments encouraged free-market economic policies.</p> <p>Which of the following best supports this argument?</p> <p>(A) The election of presidents who represented workers' parties in Venezuela and Brazil</p> <p>(B) The creation of a legal framework for privatization of previously state-owned enterprises in China</p> <p>(C) The production of oil in Iran by the government-owned National Iranian Oil Company</p> <p>(D) The expansion of the federal Medicare and Medicaid programs in the United States</p> <p>1.</p>	<p>Which of the following was a principal cause of the Cold War?</p> <p>(A) Proxy wars in Latin America</p> <p>(B) Competition for natural resources in Africa</p> <p>(C) The nuclear arms race</p> <p>(D) Conflicting capitalist and communist ideologies</p> <p>2.</p>
<p>Which of the following is characteristic of the Green Revolution of the 1960s through the 1980s?</p> <p>(A) It restored tropical forests destroyed by slash-and-burn agriculture.</p> <p>(B) It prevented oil exploration in the natural habitats of endangered species.</p> <p>(C) It sought to limit the use of nuclear energy.</p> <p>(D) It used new technologies to increase agricultural yields in developing regions.</p> <p>3.</p>	<p>Which of the following was the most significant factor that prevented many African states from achieving political stability in the decades after their independence?</p> <p>(A) Continued military intervention by former colonizing powers</p> <p>(B) Ethnic and religious conflicts caused by the inclusion of rival groups within the same borders</p> <p>(C) Lack of exploitable natural resources</p> <p>(D) Frequent attempts by the larger states to conquer their smaller neighbors</p> <p>4.</p>

Practice SAQ: Identify and explain ONE change in patterns of trade during this time.

Answer Key

HAPP:

1. *He probably thought that Indians were “less civilized” than the British. Therefore, he might have exaggerated how irrational their actions were, or had a condescending attitude towards the response because he sees their religion as inferior to his own scientific methods.*
2. *This source was written by a female volunteer. This shows that many Americans took action because you wouldn't typically expect everyday Americans to volunteer to help take care of people, so this shows the depth of the response.*
3. *...the women might not have a perfectly accurate memory of the events they experienced. Particularly since they were children during the flu—adults often try to hide the worst aspects of a crisis from children's eyes.*

Yellow Period

1-C, 2-D, 3-B, 4-B

Sample: When the Mongols conquered Eurasia, they unified the Silk Road under one political entity and thus prevented warring groups from coming into conflict and hampering trade. As a result, trade along the Silk Road increased.

Blue Period

1-D, 2-C, 3-A, 4-A

Sample: One time when syncretism helped spread religions was the use of Vodun in the Americas. Because this religion fused traditional African beliefs with Christianity, African slaves were more willing to adopt it, which helped spread Christianity among this population by showing that it could coexist with what they were used to believing in.

Orange Period

1-B, 2-C, 3-B, 4-C

Sample: An effect of the Industrial Revolution on Japan was a massive strengthening in the power of its government. The new Meiji rulers took advantage of European technology to aggressively support modernization and westernization, which increased their role in the economy as they did things like sponsor factories, and also boosted the nation's military strength as they adopted Western technology, to the point that they were even able to defeat Russia in the Battle of Tsushima.

Red Period

1-B, 2-D, 3-D, 4-B

Sample: One change in the patterns of trade during this time was that there was a higher volume of global trade. With the invention of the airplane and larger cargo ships, it became easier and faster to send goods over long distances. Therefore, the pace of trade between countries accelerated.