

AP World History: Modern Practice Test

Section I

Time: 1 hour, 35 minutes

PART A: MULTIPLE-CHOICE QUESTIONS

Recommended Time for Part A—55 Minutes

Directions: Each of the following incomplete statements or questions is followed by four answer choices. Select the choice that best answers the question and fill in the corresponding oval on the answer sheet provided.

Questions 1 to 3 refer to the following passage.

The condition of foreign states is not what it once was; they have invented the steamship, and introduced radical changes in the art of navigation. They have also built up their armies to a state of great efficiency and are possessed of war implements of great power and precision, in short have license to be formidable powers. If, therefore, we persistently cling to our antiquated systems, heaven only knows what a mighty calamity may befall our Empire.

—Adapted from a letter written by Lord Ii to Lord Tokugawa, 1847

1. Which event or period in Japan's history best reflects Lord Ii's concerns?
 - (A) The expulsion of Christian missionaries from Japan
 - (B) The adoption of Chinese imperial customs in the Japanese court
 - (C) The annexation of Manchuria by the Japanese
 - (D) Commodore Perry forcing Japan to open its ports to trade
2. How did Japan respond to the concerns raised by Lord Ii during this era?
 - (A) The government dismantled the Chinese-style civil service system.
 - (B) The government undertook a program of conquest in the Pacific.
 - (C) The country sent emissaries to study western democracies and industry.
 - (D) The country turned inward and closed its ports to all foreigners.
3. The era in Japanese history following this passage is known as the
 - (A) Meiji Restoration.
 - (B) Heian period.
 - (C) Tokugawa Shogunate.
 - (D) Jomon period.

Questions 4 to 6 refer to the following passage.

He contains all works and desires and all perfumes and all tastes. He enfolds the whole universe and in silence is loving to all. This is the Spirit that is in my heart, this is Brahman. To him I shall come when I go beyond this life, and to him will come he who has faith and doubts not.

—The Upanishads, India, c. 1000 BCE

4. Based on the quotation, what is true of Brahman?
- (A) He is found everywhere and contained in everything.
 - (B) He resides in a form of paradise, like Heaven.
 - (C) He is found only inside the hearts of the faithful.
 - (D) He is a vengeful God, punishing those who sin.
5. Based on the quotation, which statement is true of the speaker's religion?
- (A) Salvation is based on the correct completion of rituals.
 - (B) There is an expectation of an afterlife.
 - (C) Right actions and right speech earn favor with the gods.
 - (D) It is a polytheistic religion.
6. To which religion does the speaker most likely belong?
- (A) Hinduism
 - (B) Buddhism
 - (C) Shintoism
 - (D) Zoroastrianism

Questions 7 to 9 refer to the following quotation.

The invaders had brought in wheat and other Eurasian and African grains; peach, pear, orange, and lemon trees; chick-peas, grape vines, melons, onions, radishes, and much more. A Spanish nobleman come to America could require his Indians to furnish his table with the fruits of his ancestors.

—Alfred Crosby, historian, 1972

7. The comment quoted resulted from which of the following processes?
- (A) The Green Revolution
 - (B) The Columbian Exchange
 - (C) The triangular trade
 - (D) The Middle Passage
8. What was the impact of this process on Europe?
- (A) The population increased due to the increased diversity of crops.
 - (B) The population declined as a result of imported disease.
 - (C) The population increased due to New World immigrants.

(D) The population declined because of famine caused by the mass export of crops.

9. What economic practice is referred to by the phrase “his Indians” in the quote?

- (A) Slavery
- (B) Indentured servitude
- (C) The encomienda system
- (D) The apprentice system

Questions 10 to 14 refer to the following image, which shows the use of a pre-Columbian wooden foot plow.



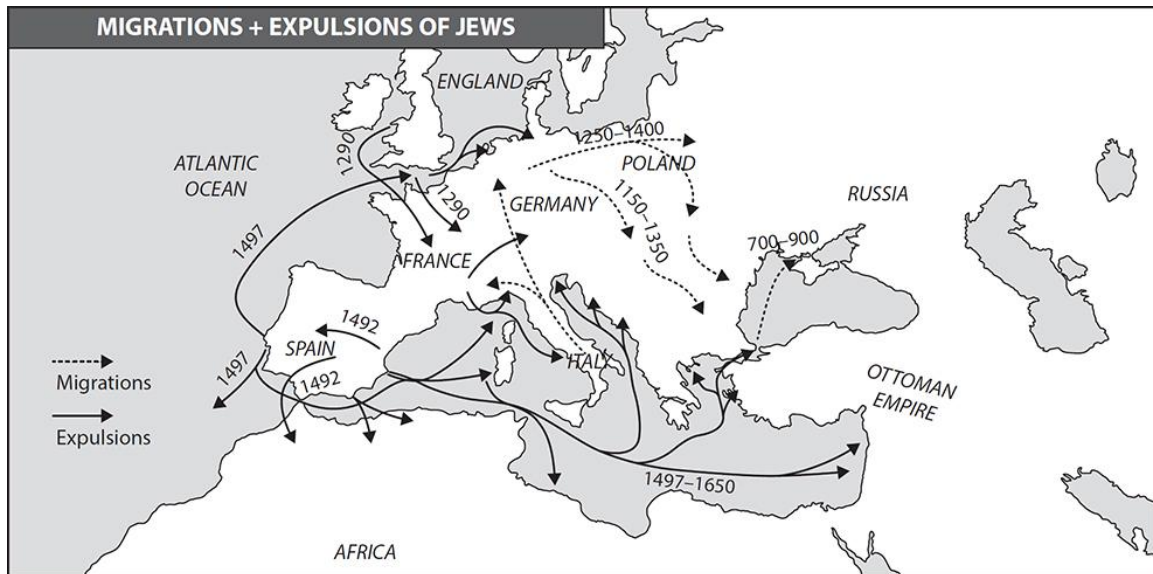
—Felipe Guaman Poma de Ayala, 1616

10. What can one infer from the illustration?

- (A) Farming practices relied on human labor.
- (B) There was extensive use of irrigation.

- (C) Farming was the exclusive purview of women.
 - (D) Animals were valued too highly to be used in the fields.
11. Metal work and animal-drawn plows were essential parts of the development of complex societies in Africa and Eurasia, but not in the Americas. This would indicate which of the following?
- (A) The role of religion in economic development
 - (B) The influence of environmental factors in patterns of development
 - (C) That the earliest Americans emphasized warfare at the expense of their own economic development
 - (D) That the earliest Americans depended primarily on trade rather than on agriculture to sustain their economies
12. Which of the following was the major difference between the Aztecs and other early empires?
- (A) The Aztecs had no writing system.
 - (B) The Aztecs did not use metallurgy.
 - (C) The Aztecs had no wheeled transportation.
 - (D) The Aztecs never developed overland trade networks.
13. A historian arguing that there were limited interregional networks in the Americas might use which of the following as evidence?
- (A) The llama was domesticated in Andean culture, but was not found in Mesoamerica.
 - (B) The Andean civilization had extensive roads and bridges, but Mesoamerica did not.
 - (C) There was no strong religious tradition in Andean culture, compared with the Maya.
 - (D) The Andeans had a system of writing, but the Maya did not.
14. Chinampas and terraces, used in Aztec and Incan agriculture, both show which of the following?
- (A) Societies adapting to their environments
 - (B) Cultural diffusion
 - (C) Efforts to reform land ownership
 - (D) Coercive labor systems

Questions 15 to 18 refer to the following map.



15. Based on the map, most of the relocation of Jews was due to expulsion from which country or region?

- (A) Spain
- (B) Germany
- (C) The Ottoman Empire
- (D) Africa

16. Based on the map, which of the following statements is true?

- (A) The Jewish people were more likely to migrate of their own accord than be expelled.
- (B) Jews were more likely to be expelled than to migrate voluntarily.
- (C) The migration of Jews typically occurred later than the expulsion of Jews.
- (D) The Jews were expelled as punishment for plotting against Christian rulers.

17. Based on the map and your knowledge of history, which statement is true?

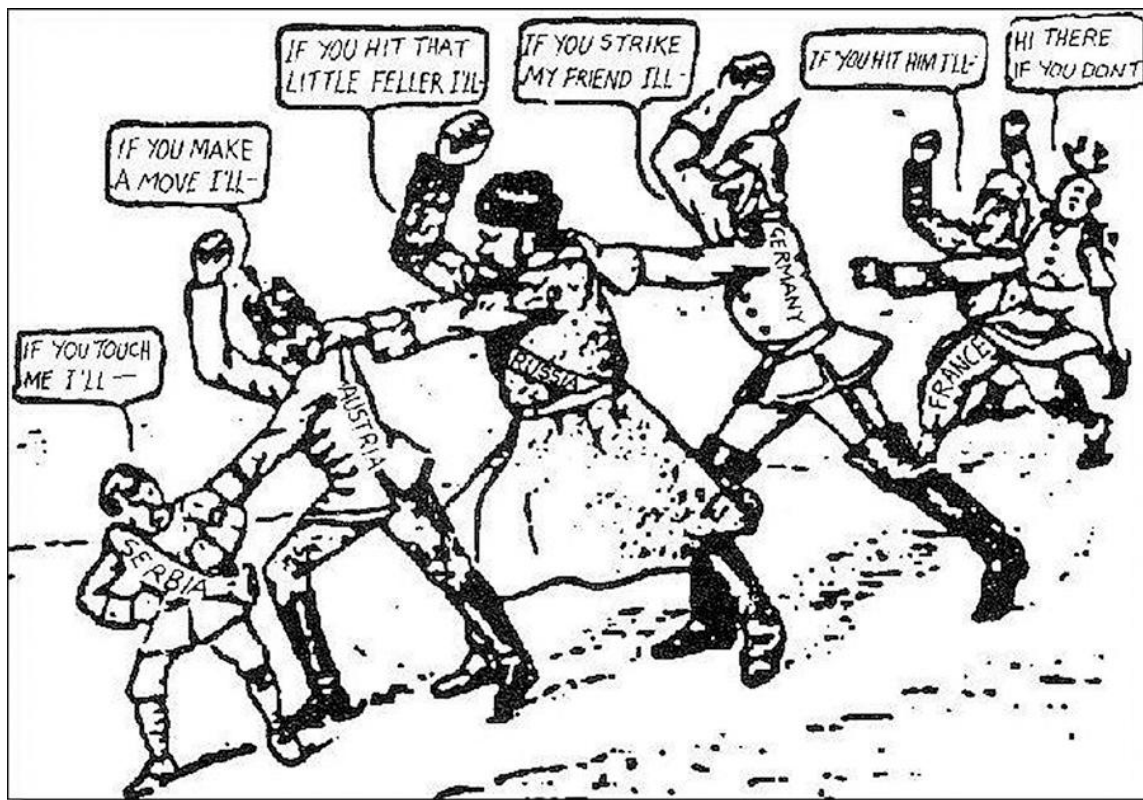
- (A) Muslim regions were more likely to expel Jewish people than Catholic ones.
- (B) Most of the Jewish expulsions originated in Protestant regions.
- (C) Catholic regions were more likely to expel Jewish people than other regions.
- (D) Jews migrated voluntarily to the regions with the most economic prosperity.

18. Based on the maps and your knowledge of history, identify one consequence of these migrations.

- (A) Increased tension between Muslims and Jews in the Holy Land.
- (B) Increasing interest in exploration and colonization by Spain.

- (C) Increased anti-Semitism in Central Europe.
 (D) A decline in religious conflicts in Europe

Questions 19 to 21 refer to the following



g political cartoon.

—Chain of Friendship, American political cartoon, 1914

19. The political cartoon best illustrates which political concept?
- (A) Imperialism
 (B) Nationalism
 (C) Alliances
 (D) Militarism
20. The order of the countries shown in the cartoon—Serbia—Austria—Russia—Germany—France—supports which of the following statements?
- (A) World War I was a politicians' war.
 (B) France attacked all the countries that were in front of it in line.
 (C) Russia supported Serbia; France supported Russia.
 (D) World War I was strictly a European war.

21. Countries that also took part in World War I for varying amounts of time included which of the following?
- (A) Poland, Denmark, and Great Britain
 - (B) Switzerland, Greece, and Turkey
 - (C) Bulgaria, Italy, and the United States
 - (D) Great Britain, Spain, and France

Questions 22 to 24 refer to the following passage.

In 1797 Toussaint L'Ouverture, as general-in-chief of the French forces in Saint Domingue, sent this report to the Directory, which was then in charge of France. In dialogue form he recounts his conversation with Léger Felicité Sonthonax, the head of the French commission to the island.

Commissioner Sonthonax: Do you know what we are going to do first? The blacks are worried for their freedom. We have here colonists of whom they are suspicious. They must all be slaughtered. Everything is ready. You only have to be in agreement with me.

General Toussaint: What? You want to slaughter all the whites? Aren't you white yourself?

Commissioner Sonthonax: Yes, but not all of them. Only those who are enemies of freedom.

General Toussaint: (With an impatience he can no longer hide) Let's talk of other things. . . .

(The next morning)

Commissioner Sonthonax: Let's talk about the affair.

General Toussaint: What affair?

Commissioner Sonthonax: That which we broached yesterday evening. I am very happy to see you head of the armed forces of the colony. We are in a perfect position to do all we want. You have much influence over the inhabitants. We must carry off our project; it is the perfect moment. The circumstances have never been more favorable, and there's no one better than you to act together with me.

General Toussaint: You mean, Commissioner, that you want to ruin me... Kill the whites? Take our independence? Did you not promise me that you'd never again talk of these projects? . . .

Commissioner Sonthonax: No, it's to chase them out. We won't kill them.

General Toussaint: Today you say you want to chase them out, but yesterday and just now you said they had to be killed. But if a white was killed here it is I who would be held responsible. ...

Commissioner Sonthonax: I give you my word of honor. I swear to you never to speak of this again. But promise me that you'll keep this secret. This isn't something your officers should know about. Give me your word of honor that you won't speak of this to anyone.

General Toussaint: (With ill-humor) Alright then. I give you my word. Farewell.

22. The incident depicted most likely occurred as part of which historical conflict?
- (A) The Haitian Revolution
 - (B) The Mexican Revolution
 - (C) The U.S. Civil War
 - (D) The Algerian War
23. Based on the passage, which statement best reflects Toussaint's reasons for refusing Commissioner Sonthonax's suggestion?
- (A) Toussaint was also white.
 - (B) Toussaint wished to reinstate slavery in the colony.
 - (C) Toussaint feared he will be blamed.
 - (D) Toussaint objected to the plan on moral grounds.
24. Which historical disciplinary practice or thinking skill would be most relevant to evaluate properly the accuracy of this source?
- (A) Chronology
 - (B) Point of view
 - (C) Cause and effect
 - (D) Continuity over time

Questions 25 to 27 refer to the following poem.

You are the United States,
you are the future invader
of the native America that has Indian blood,
that still prays to Jesus Christ and still speaks Spanish.

...

you are Alexander-Nebuchadnezzar.
You think that life is fire,
that progress is eruption,
that wherever you shoot
you hit the future.

No.

. . .

But our America, that has had poets
since the ancient times of Netzahualcoyotl,

. . .

that consulted the stars, that knew Atlantis
whose resounding name comes to us from Plato,
that since the remote times of its life
has lived on light, on fire, on perfume, on love,
America of the great Montezuma, of the Inca,
the fragrant America of Christopher Columbus,
Catholic America, Spanish America,
the America in which noble Cuauhtémoc said:
“I’m not in a bed of roses”; that America
that trembles in hurricanes and lives on love,
it lives, you men of Saxon eyes and barbarous soul.
And it dreams. And it loves, and it vibrates, and it is the daughter of the sun.
Be careful. Viva Spanish America!

There are a thousand cubs loosed from the Spanish lion.
Roosevelt, one would have to be, through God himself,
the-fearful rifleman and strong hunter,
to manage to grab us in your iron claws.

And, although you count on everything, you lack one thing: God!

—Adapted from “To Roosevelt” by Ruben Dario, 1904

25. What events might have prompted the poet to compose this piece?
- (A) The discovery of the Zimmerman Telegram
 - (B) The embargo of Cuba after Castro’s revolution
 - (C) U.S. involvement in Panama’s independence
 - (D) U.S. involvement in the Haitian Revolution
26. What was the poet’s purpose in discussing “our America, that has had poets since ancient times, . . . that consulted the stars”?
- (A) Latin America has excelled in poetry.
 - (B) Latin America had made significant scientific contributions.
 - (C) Latin America had a prophecy regarding these events.
 - (D) Latin America has had a rich culture for centuries.
27. Which statement best reflects the theme of the poem?
- (A) Latin Americans are too naive and should fight back.

- (B) Latin America has survived many invaders and will endure.
- (C) The Spanish have already destroyed Latin American culture.
- (D) Change is necessary for progress.

Questions 28 to 31 refer to the following passage.

Bonesteel's prime consideration was to establish a surrender zone as far north as he thought the Soviets would accept. He knew that the Russian troops could reach the southern tip of Korea before American troops could arrive. He also knew that the Russians were on the verge of moving into Korea, or were already there. The nearest American troops to Korea were on Okinawa, 600 miles away. His problem, therefore, was to compose a surrender arrangement which, while acceptable to the Russians, would at the same time prevent them from seizing all of Korea. If they refused to confine their advance to north Korea, the United States would be unable to stop them. . . . He decided to use the 38th parallel as a hypothetical line dividing the zones within which Japanese forces in Korea would surrender to appointed American and Russian authorities.

—Adapted from U.S. Army Lt. Paul C. McGrath's account of Colonel Bonesteel's decision in the 1940s

28. What was the world history event occurring in the stated time frame that caused the Soviet Union to enter Korea?
- (A) The Crimean War
 - (B) World War I
 - (C) World War II
 - (D) The Seven Years' War
29. Which best describes the relationship between the United States and the Soviets as depicted in the passage?
- (A) Uneasy allies
 - (B) Comrades-in-arms
 - (C) Mortal enemies
 - (D) Distant strangers
30. How did the events depicted here affect Koreans?
- (A) They became a part of Japan's territory.
 - (B) The Americans established freedom for all Koreans.
 - (C) The Korean economy never recovered.
 - (D) Korea remains divided into two nations near the 38th parallel.
31. Which U.S. Cold War policy, developed later, is consistent with the U.S. concern over limiting how much Korean territory the Soviet Union would occupy?

- (A) Détente
- (B) Mutual Assured Destruction
- (C) Dollar Diplomacy
- (D) Containment

Questions 32 to 34 refer to the following passage.

As for their men there is no sexual jealousy in them. And none of them derives his genealogy from his father but, on the contrary, from his maternal uncle. A man does not pass on inheritance except to the sons of his sister to the exclusion of his own sons. . . . They are Muslims keeping to the prayers, studying fiqh (Islamic jurisprudence) and learning the Qur'an by heart. With regard to their women, they are not modest in the presence of men; they do not veil themselves in spite of their perseverance in the prayers. He who wishes to marry among them can marry, but the women do not travel with the husband, and if one of them wanted to do that, she would be prevented by her family. The women there have friends and companions amongst men outside the prohibited degrees of marriage [i.e., other than brothers, fathers, etc.]. Likewise for the men, there are companions from amongst women outside the prohibited degrees. One of them would enter his house to find his wife with her companion and would not disapprove of that conduct.

—Adapted from an account by Ibn Battuta of his travels in Mali during the
1300s

32. What evidence is there in the passage that the Malians take their Muslim faith seriously?
- (A) The genealogy is derived from the maternal side.
 - (B) They study Islamic law faithfully.
 - (C) The men do not yield to sexual jealousy.
 - (D) They enjoy friendship with all, regardless of gender.
33. What was the likely cause of women not wearing the veil?
- (A) They were probably rebelling against the oppression of women in Islam.
 - (B) It was a continuation of a preexisting cultural pattern.
 - (C) As sexual objects, they were prevented from veiling themselves.
 - (D) The climate of Mali makes veiling women impractical.
34. The most likely source of Islam in Mali came from
- (A) wandering Berber mystics.
 - (B) conquering Mughal armies.
 - (C) contact with Muslim trade caravans.
 - (D) pilgrims to Islamic shrines in Ethiopia.

Questions 35 to 37 refer to the following poem.

The following poem refers to an incident in Sharpeville, South Africa, in 1960. To protest the requirement that they carry papers documenting their identity and residence, black South Africans gathered in front of police stations without their papers. Though other protests ended peacefully, in Sharpeville, police fired into the crowd.

What is important
about Sharpeville
is not that seventy died:
nor even that they were shot in the back
retreating, unarmed, defenceless

and certainty not
the heavy caliber slug
that tore through a mother's back
and ripped through the child in her arms
killing it

Remember Sharpeville
bullet-in-the-back day
Because it epitomized oppression
and the nature of society
More clearly than anything else;
it was the classic event

Nowhere is racial dominance
more clearly defined
nowhere the will to oppress
more clearly demonstrated

What the world whispers
apartheid declares with snarling guns
the blood the rich lust after
South Africa spills dust

Remember Sharpeville
Remember bullet-in-the-back day

And remember the unquenchable will for freedom
Remember the dead
and be glad

—Dennis Brutus, 1973

35. What does the poet mean by “what the world whispers”?
- (A) The world is too afraid of South Africa to oppose apartheid.
 - (B) The world engages in subtler forms of discrimination.
 - (C) The world condemns South Africa’s discrimination.
 - (D) The world economy promotes South Africa’s discrimination.
36. The discriminatory system referred to in the poem was known as
- (A) Jim Crow.
 - (B) spheres of influence.
 - (C) Boer division.
 - (D) apartheid.
37. What event symbolized the end of South Africa’s institutionalized discrimination?
- (A) The election of F. W. de Klerk
 - (B) The election of Nelson Mandela
 - (C) The bombing of Lesotho
 - (D) The Boer War

Questions 38 to 40 refer to the following chart, which provides information regarding the First Fleet, the earliest B

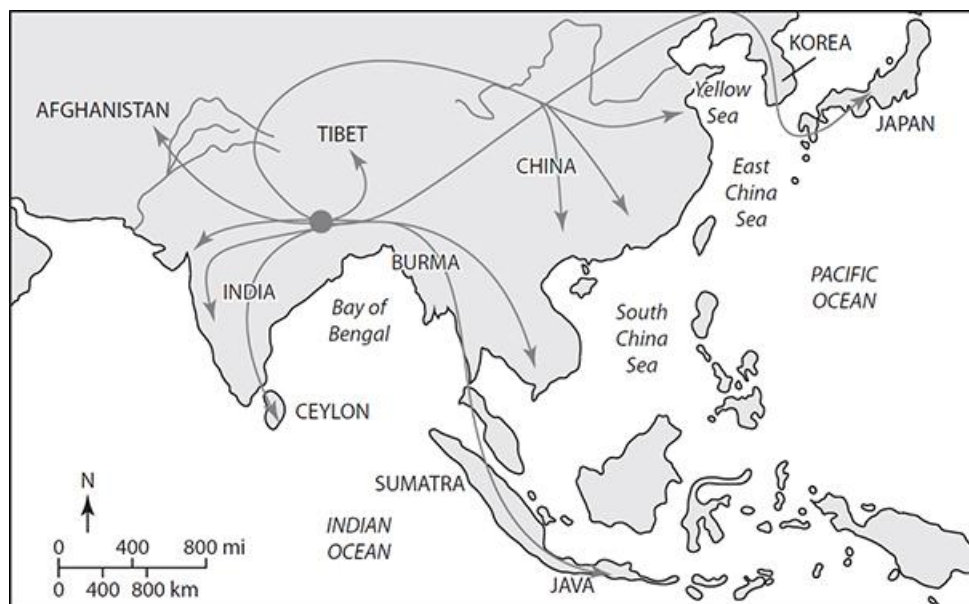
26 Jan. 1788	<p>Landed with supplies for 2 years</p> <p>Initial rations for marines and convicts:</p> <p>Beef: 7 lb or</p> <p>Pork: 4 lb</p> <p>Dried peas: 3 pints</p> <p>Bread: 7 lb</p> <p>Butter: 6 oz</p> <p>Flour: 11 lb or</p> <p>Rice: ½ lb</p> <p>Female convicts and marine wives receive 2/3 male ration.</p> <p>Convicts excused from work Saturday afternoons to tend their own gardens.</p>
13 March 1788	Beef rations reduced 12% and pork rations reduced 8%.
April 1788	<p>Chief Surgeon expressed concern about the number of convicts with scurvy.</p> <p>Fish is served wherever possible.</p>
July 1788	<p>36 marines and 66 convicts under medical treatment.</p> <p>52 convicts unfit for labour due to old age or infirmity.</p> <p>Chief Surgeon wrote to governor regarding shortages of medical equipment and unsatisfactory “salt diet” for the ill.</p>

British colonists in Australia.

38. Based on the information provided, what was one of the primary purposes of the Australian colony?
- (A) A place in which to exile criminals
 - (B) A place to create Pacific trading posts
 - (C) A haven for persecuted religions
 - (D) A base to establish military control of the Pacific
39. Which entry date provides evidence that the colony was intended to be self-sustaining?
- (A) April 1788
 - (B) January 1788
 - (C) July 1788
 - (D) March 1788
40. What would a historian be most likely to use this information for?
- (A) Understanding the farming practices of early Australians
 - (B) Determining the age and sex ratios of the early Australian colonists

- (C) Researching the hardships facing the early Australian colonists
- (D) Examining the medical practices of the early Australian colonists

Questions 41 to 43 refer to the following map.



41. A historian would use the above map to illustrate which of the following?
 - (A) Major trade routes in the classical era
 - (B) The spread of communism from 1900 to today
 - (C) One aspect of cultural diffusion
 - (D) The monsoonal wind patterns of Asia
42. Which religion's spread followed the cultural diffusion pattern shown in the map?
 - (A) Hinduism
 - (B) Buddhism
 - (B) Christianity
 - (D) Islam
43. How did this religion primarily spread?
 - (A) With merchants
 - (B) With monks
 - (C) With military officers
 - (D) With diplomats

Questions 44 to 46 refer to the following passage.

Although in Protestant Europe, [Peter the Great] was surrounded by evidence of the new civil and political rights of individual men embodied in constitutions, bills of rights and parliaments, he did not return to Russia

determined to share power with his people. On the contrary, he returned not only determined to change his country but also convinced that if Russia was to be transformed, it was he who must provide both the direction and the motive force. He would try to lead; but where education and persuasion were not enough, he could drive—and if necessary flog—the backward nation forward.

—Robert K. Massie, *Peter the Great: His Life and World*

44. Based on the passage, what kinds of reforms did Peter the Great embrace?
- (A) Creation of an elected assembly
 - (B) Declarations of human rights
 - (C) Development of a constitutional monarchy
 - (D) Reduction of aristocratic influence
45. What term best describes Peter the Great's ruling style as described in the passage?
- (A) Egalitarian
 - (B) Absolutist
 - (C) Republican
 - (D) Theocratic
46. When Peter the Great ruled Russia, he continued the practice of which of the following?
- (A) Decentralization of power
 - (B) Isolationism
 - (C) Serfdom
 - (D) Reform

Questions 47 to 50 refer to the following passage, which is taken from testimony before Parliament.

Joshua Drake, called in; and Examined.

You say you would prefer moderate labour and lower wages; are you pretty comfortable upon your present wages?

—I have no wages, but two days a week at present; but when I am working at some jobs we can make a little, and at others we do very poorly.

When a child gets 3s. a week, does that go much towards its subsistence?

—No, it will not keep it as it should do.

Why do you allow your children to go to work at those places where they are ill-treated or over-worked?

—Necessity compels a man that has children to let them work.

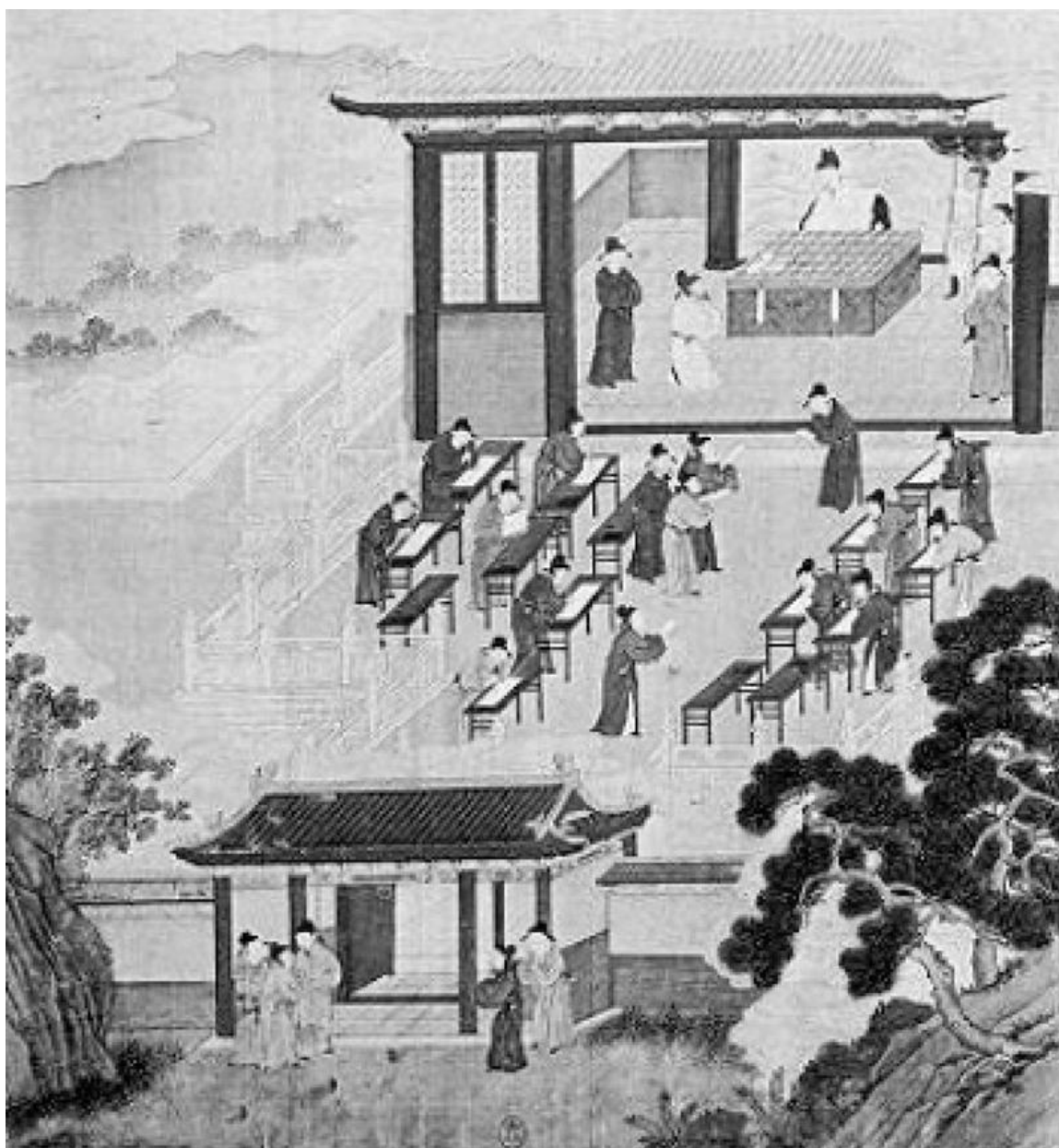
Then you would not allow your children to go to those factories under the present system, if it was not from necessity?

—No.

—Testimony given before the Sadler Committee, 1831–32

47. Which period in history is associated with the conditions described in the passage?
- (A) The Enlightenment
 - (B) The Green Revolution
 - (C) The Scientific Revolution
 - (D) The Industrial Revolution
48. According to the passage, why does the witness allow his children to work in a place where they will be ill-treated?
- (A) A factory owner is forcing him to do so.
 - (B) He doesn't earn enough on his own.
 - (C) The children need discipline.
 - (D) Their labor is only moderately difficult.
49. Which style of government is most associated with limited regulations on business and working conditions similar to those described in the passage?
- (A) Laissez-faire
 - (B) Totalitarian
 - (C) Utilitarian
 - (D) Corporatist
50. Which type of organization was partially responsible for improving the hours, wages, and working conditions of workers in this era?
- (A) Guilds
 - (B) Joint-stock companies
 - (C) Labor unions
 - (D) Zaibatsu groups

Questions 51 to 55 refer to the following image, which shows students taking the imperial examination in China c. 960–1279 CE.



51. From which social class were the students depicted in the painting most likely to be drawn?
- (A) Coastal merchants
 - (B) Rural peasants
 - (C) Conscripted military
 - (D) Noble families
52. What would be the most likely content of these exams?
- (A) Legal statutes
 - (B) Engineering principles
 - (C) Economic theory
 - (D) Confucian essays

53. Why were Japan's early attempts at introducing the Chinese-style imperial exam largely unsuccessful?
- (A) The Japanese were unable to adapt to the Chinese style of examination.
 - (B) Merchants resisted, fearing that efficient administrators would lead to increased taxes.
 - (C) Japanese nobles feared that their power base would be weakened.
 - (D) Christian missionaries discouraged the adoption of pagan practices.
54. Which social phenomenon within China during the Song and Tang dynasties resulted from the imperial examination system?
- (A) Improved conditions for women
 - (B) Development of state-run education
 - (C) Integration of nomadic border tribes
 - (D) Opportunity for social mobility
55. Which Chinese emperor or ruler would be most likely to disapprove of candidates who were successful on an exam like this?
- (A) Mao Tse Tung
 - (B) Emperor Han Wudi (Han dynasty)
 - (C) Emperor TaiZong (Tang dynasty)
 - (D) Deng Xiaoping

GO ON TO PART B

PART B: SHORT-ANSWER QUESTIONS

Recommended Time for Part B—40 minutes

Directions: You need to answer a total of three short-answer questions. You are required to answer Questions 1 and 2, but you may choose to answer either Question 3 or Question 4. The short-answer questions are divided into parts; answer all parts of the questions. Each question is worth a total of three points. Note that short-answer questions are not essay questions—they do not require the development and support of a thesis statement.

Question 1 refers to the following passage.

The arbitrary and compulsory feudal marriage system, which is based on the superiority of man over woman and which ignores the children's interests, shall be abolished. . . . The new democratic system, which is based on free choice of partners, on monogamy, on equal rights for both sexes, and on protection of the lawful interests of women and children, shall be put into effect. . . . Husband and wife are in duty bound to love, respect, assist, and look after each other, to live in harmony, to engage in production,