

“It was by the grace of God, glory be to Him, that He came to the rescue of Islam, by reviving its last breath and restoring in Egypt the unity of the Muslims [in the mid-thirteenth century]. He did this by sending the Mamluks to the Muslims as guardian rulers and devoted defenders, who were imported as slaves from the lands of the heathen Qipchaq Turks. The Turkish slaves embrace Islam with the determination of true believers, while retaining their nomadic virtues.

The slave merchants bring them to Egypt in batch after batch. Then the rulers lodge them in the royal chambers, and give them a careful upbringing, including the study of the Qur'an. Then they train them in the use of the bow and the sword, in riding horses, and in fighting with the lance until they become tough and seasoned soldiers. When the rulers are convinced that they are prepared to defend and die for them, they increase their pay, lands, and incomes. Then they appoint them to high offices of state, and even sultans are chosen from them who direct the affairs of the Muslims.”

Source: Ibn Khaldun, Arab scholar and historian writing about the Mamluk dynasty of Egypt, late fourteenth century

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

- a. Identify ONE claim that the author makes about the Mamluks in the **first paragraph**.
- b. Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450.
- c. Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

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

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

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

Question 2: Short Answer Primary Text**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

(A) Identify ONE claim that the author makes about the Mamluks in the **first paragraph**. **1 point**

Examples that earn this point include the following:

- The Mamluks were chosen by God to save Egypt.
- The Mamluks were guardian rulers and defended Islam.
- Many Turkish enslaved persons converted to Islam and were true believers, even though they remained nomadic.

(B) Identify ONE way the passage illustrates the political situation of the Islamic world in the period before circa 1450. **1 point**

Examples that earn this point include the following:

- The passage illustrates the lack of unity among Islamic states.
- The passage illustrates that Islamic rulers invested heavily in soldiers.
- The passage illustrates that Islamic rulers patronized religious learning.
- The passage demonstrates how Islamic rulers engaged in a variety of activities that increased their power, such as appointing trusted officials to important positions, training a powerful military, and supporting religious teachings.

(C) Explain ONE way the passage could be used to illustrate differences in forms of coerced labor in the period before circa 1750. **1 point**

Examples that earn this point include the following:

- The formerly enslaved Mamluks could rise to high political positions, such as sultan, unlike enslaved persons in the Americas.
- The ability of the Mamluks to achieve high status in Egypt differs from other forms of coerced labor. In the Americas, for example, the purpose of slavery was mostly economic, and enslaved persons largely worked on plantations.

- Because the Mamluks were male, they were afforded the opportunity to receive military training and political promotion unlike enslaved women in Islamic societies.

Total for question 2 3 points