

2023



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# AP<sup>®</sup> World History: Modern

## Free-Response Questions Set 1

**WORLD HISTORY: MODERN**

**SECTION I, Part B**

**Time—40 minutes**

**Directions:** Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing.

Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern imperialism, namely nationalism.”

**Source:** Anthony Pagden, British historian, *Peoples and Empires*, 2003

1. Using the excerpt, respond to **parts a, b, and c**.
  - a. Identify ONE claim that the author makes in the passage.
  - b. Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the **second paragraph**.
  - c. Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**.

“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.

**END OF SECTION I**

**WORLD HISTORY: MODERN**

**SECTION II**

**Total Time—1 hour and 40 minutes**

**Question 1 (Document-Based Question)**

**Suggested reading and writing time: 1 hour**

**It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.**

**Note: You may begin writing your response before the reading period is over.**

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

1. Evaluate the extent to which foreign involvement led to the collapse of the Qing Empire.

**Document 1**

**Source:** Petition from two local-level government officials in the district of Rong, Guangxi Province, southern China, to the provincial governor, circa 1850

Our dynasty has always followed the teachings of the ancient sages and, as a result, everyone in our district lived in harmony for a long time. As the population increased, resources were plentiful. However, in 1846 local bandits and rebels began attacking our district. They captured the district capital and took government officials as prisoners. Many people were killed, houses were left in ashes, and farmers' fields were thick with weeds. The rebels forced the people to pay land taxes to them. They used official seals to issue false orders to the population. It was intolerable to see these criminals seize control of the local government.

Your Excellency, last year you promised to send an army to suppress the rebels. We beg you, please have the army come immediately to exterminate the rebels and save the people. Our local militia has been fighting them for a long time and we fear that if the militia collapses, the rebels will run free and it will become impossible for the government to control them.

## Document 2

**Source:** Karl Marx, German political economist, “Revolution in China and in Europe,” article published in the *New York Daily Tribune*, 1853

The current formidable revolution that is taking place in China<sup>1</sup> has unquestionably been caused by the British cannon forcing upon China the unlimited importation of opium. Faced with the might of the British arms, the authority of the Manchu [Qing] dynasty fell to pieces and China’s complete isolation from the civilized world came to an end.

The opium trade changed the balance of trade from being continually in favor of the Chinese to being an exhausting drain on the silver reserves of the empire. Hence, the emperor made strong decrees against the opium trade, which were subsequently not enforced. The bribery connected with opium smuggling has entirely corrupted the Chinese state officers in the southern provinces and thereby undermined the authority of the state.

The introduction of English mass-produced textiles has had a similar effect on the native Chinese industry to that on the Ottoman Empire, Persia, and India. In China the spinners and weavers have suffered greatly under this foreign competition, and their communities have become destabilized as a result.

<sup>1</sup> a reference to the Taiping Rebellion

## Document 3

**Source:** Qing China’s Foreign Office, policy letter addressed to all Chinese embassies abroad, 1878

Under the Treaties of Tianjin,<sup>1</sup> foreigners in China are not subject to the jurisdiction of the Chinese imperial authorities. If they have disputes among themselves, their own consuls in China are to settle them; if they commit a crime in China, their own diplomats are to punish them according to their national laws. But in practice, foreigners claim much more than this: they interpret the treaties to mean that they may violate Chinese laws without consequences. To this we cannot agree—China never gave foreigners permission to disregard our laws.

A special case of this issue is the missionary question. By the terms of the treaties, China had to agree to admit Western missionaries and to guarantee them protection. But among the missionaries there are some who act as if their missions are outside of government control, and among their Chinese converts there are some who seem to believe being Christians allows them to break the laws of their own country. We cannot accept this. Chinese subjects, whether Christians or not, must obey completely the laws of China.

<sup>1</sup> Signed in 1858, the treaties gave European countries and Japan legal and economic advantages in their relationship with Qing China.



**Document 4**

**Source:** Village elders in the district of Caozhou, Shandong Province, northeastern China, report to the provincial government, 1896

In our district, the wealthy landowners grow richer each year, while the poor have nothing. These rich folks treat the poor like strangers—they will lend them neither cloth nor grain. They treat their hired laborers particularly cruelly, arousing a hatred so strong that the poor people are easily tempted to turn to a life of banditry.

The bandits come every few weeks to people’s houses, bearing sharp knives or foreign rifles. When they ask the poor people for money at knifepoint, how can the poor refuse? If the grain of the district were more equally distributed, there would be enough to eat, but there are many without any land. All the poor can do is sell their labor or turn to a life of crime. In North China a hired farmworker can find work for three months per year at the most. A person cannot make a living on that. So, when they see the easy lives of the bandits, the people are tempted to join them.

**Document 5**

**Source:** Chinese Alliance Association, a coalition of political organizations of young Chinese men studying in foreign countries, “Revolutionary Proclamation,” 1907

Since the beginning of China as a nation, we Chinese have governed our own country despite occasional interruptions. Today, when we raise the righteous standard of revolt in order to expel an alien race [the Manchu] that has been occupying China, we do no more than our ancestors have done or expected us to do.

The purpose of past revolutions, such as those conducted by the Ming and Taiping, was to restore China to the Chinese, and nothing else. We, on the other hand, strive not only to expel the ruling aliens but also to change the political and economic structure of our country. While we cannot describe in detail this new political and economic structure in this short proclamation, the basic principles behind it are liberty, equality, and fraternity. The revolutions of yesterday were revolutions by and for the revolutionaries; our revolution, on the other hand, is a revolution by and for the people.

Document 6

**Source:** Anonymous Chinese artist, “A Look at China Now and in the Past,” cartoon published in the *Shenzhou Ribao* (*National Herald*) newspaper, Shanghai, 1911



Public Domain

In the images, the tiger represents China, and the men represent Western countries.

The images were labeled as follows:

[upper left image]: “China during the Kangxi and Qianlong emperors [seventeenth and eighteenth centuries],”

[upper right image]: “China during the Xianfeng and Tongzhi emperors [first half of the nineteenth century],”

[lower left image]: “China today,” and

[lower right image]: “China in the future.”

**Document 7**

**Source:** The abdication decree of the child emperor Puyi, issued by the regent empress Longyu on Puyi's behalf, officially ending the Qing dynasty, 1912

As a consequence of the uprising of the Republican Army, to which different provinces immediately responded, the empire seethed like a boiling cauldron and the people were plunged into utter misery. It is now evident that the hearts of the majority of the people are in favor of a republican form of government: the provinces of the south were the first to espouse the cause, and the generals of the north have since pledged their support. From the preference of the people's hearts, the Will of Heaven can be seen. How could We then bear to oppose the will of millions for the glory of one Family? Therefore, observing the tendencies of the age on the one hand and studying the opinions of the people on the other, We and His Majesty the Emperor hereby grant the sovereignty to the people and decide in favor of a republican form of constitutional government.

**END OF DOCUMENTS FOR QUESTION 1**

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. In the period circa 1200 to 1450, the expansion of empires such as the Mongol Empire facilitated trade and communication across Eurasia.

Develop an argument that evaluates the extent to which Mongol expansion affected the peoples of Eurasia during this period.

3. In the period circa 1450 to 1750, rulers of land-based empires, such as the Mughal, the Ottoman, and the Safavid empires, used a variety of religious, political, and economic methods to legitimize and consolidate their power.

Develop an argument that evaluates the extent to which a land-based empire successfully consolidated or expanded its power during this period.

4. In the mid- to late twentieth century, a variety of political, military, and nonviolent methods were used to bring about political and social change.

Develop an argument that evaluates the extent to which an individual, group, or movement in the mid- to late twentieth century successfully challenged existing power structures during this period.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

**STOP**

**END OF EXAM**