

## Multiple-Choice Questions

Use the quote and photograph on page 803, along with your knowledge of world history, to answer questions 1–3.

1. To which of these processes do the documents refer?
  - a. Missionary efforts by Europeans in Africa
  - b. Exploration of African territory by Europeans
  - c. Exploitation of African workers by Europeans
  - d. African resistance movements against European colonization
2. The labor system described in the documents most closely resembles which of these labor systems in world history?
  - a. Serfdom in the Russian Empire
  - b. The *mita* system in the Inca Empire
  - c. Indentured servitude in British North American colonies
3. Some Europeans justified coerced labor systems in their African and Asian colonies by citing
  - a. Darwin's nineteenth-century theories on evolution.
  - b. Marx's nineteenth-century theories on economics.
  - c. Voltaire's eighteenth-century theories on government.
  - d. Catherine the Great's eighteenth-century theories on westernization.

## Short-Answer Question

Question 4 refers to the passages below.

Attitudes to India changed markedly after the subcontinent had fallen into British hands. Before this, travelers found much to admire in technologies ranging from agriculture to metallurgy. After 1803, however, the arrogance of conquest was reinforced by the rapid development of British industry. . . . India was then made to appear rather primitive, and the idea grew that its proper role was to provide raw materials for western industry, including raw cotton and indigo dye, and to function as a market for British goods. . . . Given an independent and more prosperous India, it is difficult not to believe that a response to British industrialization might well have taken the form of a spread of skill and innovation.

Arnold Pacey, historian, *Technology in World Civilization*, 1990.

[U]nusual events and discoveries . . . led to unexpected changes in Europe's approach to science. By the mid-1600s . . . European philosophers and scientists found themselves in a world where the authority of ancient texts was clearly no longer a secure foundation for knowledge. . . . Just when Europeans . . . put forth their alternative ideas, the . . . Mughal and Chinese Empires were focused on internal concerns, seeking to recover from internal rebellions by closing off outside influences and strengthening traditional orthodox beliefs. . . . [T]he Europeans, more than any other major civilization, suddenly found that the classical tradition . . . had to be escaped if they were going to understand the true nature of their world and their universe. . . . European thinkers . . . turned away from . . . tradition and religion . . . to seek new systems of knowledge . . . [in] rationalism and empiricism.

Jack Goldstone, historian, *Why Europe?*, 2009.

4. Answer parts A, B, and C.
- Briefly explain ONE specific historical difference between Pacey's and Goldstone's interpretations.
  - Briefly explain how ONE specific historical event or development from the period 1550–1850 that is not explicitly mentioned in the excerpts could be used to support Pacey's interpretation.
  - Briefly explain how ONE specific historical event or development from the period 1550–1850 that is not explicitly mentioned in the excerpts could be used to support Goldstone's interpretation.

## Document-Based Question

**Directions:** Question 5 refers to the following documents. You will likely need to flip back and forth between these documents to answer the question adequately. Use scrap pieces of paper or sticky notes to tab these documents. When answering the question, refer to the "Advice for Responding to a DBQ" on the inside of the back cover.

5. Using the following documents from this textbook and your knowledge of world history, analyze responses to the effects of the Industrial Revolution in the nineteenth and early twentieth centuries.

DOCUMENT	PAGE	DOCUMENT NAME
1	750	The Urban Poor of Industrial Britain
2	756	European Migration in the Industrial Age
3	758–59	The English Luddites and Machine Breaking
4	767	The Industrial Revolution and the Global Divide
5	777–79	Karl Marx and Friedrich Engels, <i>The Communist Manifesto</i>
6	789	Cecil Rhodes, British imperialist, letter to a friend
7	858	Japan's Modernization

## Long-Essay Question

When answering the following question, refer to the "Advice for Responding to an LEQ" on the inside of the back cover.

6. Compare and contrast settler colonialism and economic imperialism in the period from 1750 to 1900, analyzing reasons for the similarities and differences between settler colonialism and economic imperialism.